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WITHDRAWAL

IN-SERVICE IMPROVEMENT OF THE STATE TEACHERS COLLEGE FACULTY

A STUDY OF THE EFFORTS AT IN-SERVICE IM-
PROVEMENT OF THE FACULTIES OF STATE
TEACHERS COLLEGES IN THE UNITED STATES

BY

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A. L.

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IN-SERVICE IMPROVEMENT OF THE STATE TEACHERS COLLEGE FACULTY

CHAPTER I

INTRODUCTION

An institution of learning is no better than its instructional staff. Giving instruction is its primary purpose; and for the giving of instruction the staff is responsible. Every institution is, therefore, vitally concerned with selecting competent teachers, providing opportunities for their continuous improvement in service, and retaining desirable teachers for relatively long periods of service. In a teachers college the staff is especially important, for these institutions must not only give high-grade instruction to their students, but they must also teach these students to become teachers of others. A staff growing in ability to lead others into a mastery of the art of instruction is of first importance in a teachers college. In every institution there is a danger that those employed in it may become habituated to certain procedures, and, as a consequence, growth become unlikely. If this happens in a teachers college the resulting instruction is poor, and, what is more important, the fault is multiplied through the instruction which its graduates give to others. Of all institutions of learning, none is more in need of a staff growing in service than the teachers college.

While there is general agreement that the faculty of the teachers college should be equal in educational attainments and in all other desirable qualities to the best that can be found in any other type of college, it is a fact that so far as scholastic preparation is concerned the teachers college has not as yet been able to reach the standard of the liberal arts college. Judd and Parker¹ found in 1916 that the liberal arts colleges far excelled the normal schools in the proportion of the number on their staffs who held the advanced degrees of Doctor or Master. Their study of sixty-three liberal arts colleges and universities as compared with thirty-two state normal schools led them to the conclusion shown in Table I.

¹Judd and Parker, *Problems in Standardizing the State Normal Schools*. U. S. Bureau of Education, 1916 Bulletin No. 12, pp. 17-18.

TABLE I

PERCENTAGE OF MASTERS AND DOCTORS IN THE FACULTIES OF
COLLEGES AND NORMAL SCHOOLS

For the Colleges and Universities:	
Average per cent of Doctors.....	34
Average per cent of Masters.....	67
For the Normal Schools:	
Average per cent of Doctors.....	7
Average per cent of Masters.....	31

These authorities conclude the first chapter of their study by saying:

Summarizing this comparative study it may be said that, in material resources, and in ratio of faculty to students, the normal schools are directly comparable to selected lists of liberal arts colleges and universities. In training of the faculty and in tasks imposed on faculty members, normal schools suffer seriously in comparison with colleges.

The survey of the Missouri teachers colleges, undertaken by the Carnegie Foundation and directed by Learned, Bagley, and others, was perhaps the most thoroughgoing survey of teacher-training institutions ever completed in this country. In speaking of the training of teachers in the Missouri teachers colleges, the authors² of the report use this language:

Only about one-fourth of the teachers in the Missouri normal schools have ever done recognized study beyond a college course. . . . Of the degrees usually considered necessary to give collegiate instruction, there are seven among the one hundred ninety-nine teachers and officers, six of them taken from first-class institutions all outside of the state.

While it is true that this statement was made with reference to the teachers colleges of only one state, yet it was a state considered typical, and reflected in a general way the situation that existed when the report was written. Allowance should, of course, be made for exceptions, since some teachers colleges probably had higher standards of qualifications than those indicated in this report.

Clyde M. Hill³ studied the conditions in the Missouri teachers

² Carnegie Foundation for the Advancement of Teaching. Bulletin No. 14, p. 103, 1920.

³ Hill, Clyde M., *A Decade of Progress in Teacher Training*, p. 57, Teachers College, Columbia University, Contributions to Education No. 233, 1927.

colleges ten years after the survey by the Carnegie Foundation. His findings indicate a very considerable advancement in faculty standards during the decade. He also institutes comparisons between the training of faculties in the Missouri institutions and teachers colleges in other states for which data are attainable. His findings with reference to the degrees held by the teachers in Missouri are: no degree 11 per cent, Bachelor's degree 33 per cent, Master's degree 51 per cent, Doctor's degree 5 per cent. As compared with teachers in other colleges, the faculties of the Missouri group as given by Hill are:

TABLE II

HOW TEACHERS IN THE MISSOURI TEACHERS COLLEGES COMPARED WITH TEACHERS IN SIMILAR INSTITUTIONS IN OTHER STATES AS REGARDS DEGREES HELD IN 1926

Highest Degree Held	Mo.	La.	Mass.	Random Selection of 26 Teachers Colleges*
No degree	11	27	51	18
Bachelor's degree	33	50	30	45
Master's degree	51	20	18	31
Doctor's degree	5	3	1	6
Total	100	100	100	100

* Evenden, Unpublished Study.

In the same study, Hill calls attention to the fact that the inclusion of teachers of music in all of these estimates has a tendency to increase the percentage of those who hold no degrees and to give rather a less favorable view of the training of teachers than if this group is excluded from consideration. These teachers have had many years of work in their special fields, but have not attended degree granting institutions.

James E. Avent⁴ studied the qualifications of summer session instructors in the teachers colleges of the United States. His work is the best study of all phases of the summer session in these insti-

⁴ Avent, James E., *Summer Sessions in State Teachers Colleges*, 1924, p. 128. Published by the Author.

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tutions. He draws the following picture of the qualifications of summer session instructors :

The instructors in the summer session of our state teachers colleges have had a total education on a collegiate level in normal school or teachers college, in college or university, or in both types of institutions 4.51 years (median 5.08).

Slightly over one in four (28 per cent) have attended five years.

Slightly less than one in four (24.3 per cent) have attended more than five years.

Slightly over one-half (52.3 per cent) have attended five years or more.

Slightly over one in four (26.4 per cent) have attended just four years.

Slightly over three in four (78.7 per cent) have attended four years or more.

One in five (20.9 per cent) have attended less than four years.

Avent's study introduces an element not present in the other studies cited. Nearly all of the teacher-training institutions have a larger attendance in the summer session than during the regular session, some of them nearly or quite double their attendance during the summer. This is due to the fact that many of the teachers, who are regularly employed in public school work from September to May, attend teachers colleges during the summer when the public schools are not in session. The increased attendance during the summer compels the teachers colleges to enlarge their staffs by the employment of instructors for the summer session only, commonly called "special instructors." These are chosen from public school service and from the faculties of liberal arts colleges which do not have summer sessions. The training of these special instructors has not been adequately studied; but it is probably fair to state that the net result of including this group is slightly to decrease the median amount of training for the entire staff of regular and special instructors. Avent's findings are of interest because the summer session is a very important part of the teachers college program. The qualification of the special instructor is, therefore, of great consequence in determining the total service rendered by the teachers college.

McMullen⁵ in a very recent study collected much valuable information relative to the training of teachers in teacher-training institutions. He finds the conditions set forth in Table III.

⁵ McMullen, L. B., *Service Load in Teacher Training Institutions*, pp. 34-35. Teachers College, Columbia University, Contributions to Education, No. 244, 1927.

TABLE III A

HIGHEST DEGREES HELD BY MEMBERS OF THE FACULTY IN STATE TEACHERS COLLEGES

	No. of Individuals Considered with Each Type of Degree			
	No Degree	Bachelor's	Master's	Doctor's
Women	322	557	322	9
Men	80	241	322	90
Both	402	798	644	99

TABLE III B

HIGHEST DEGREES HELD BY MEMBERS OF THE FACULTY IN STATE TEACHERS COLLEGES, EXPRESSED IN PERCENTAGES *

	No. of Individuals Considered with Each Type of Degree			
	No Degree	Bachelor's	Master's	Doctor's
Women	26.6	46.0	26.6	0.7
Men	11.0	32.9	43.9	12.3
Both	20.7	41.0	33.2	5.1

* McMullen's findings.

McMullen's findings are approximated in a study made for the American Association of Teachers Colleges by President E. L. Hendricks ⁶ of the Warrensburg, Mo., State Teachers College, and submitted by him to the Association at the Boston Meeting in 1928. President Hendricks studied forty-eight normal schools and teachers colleges for the period from 1917 to 1926, inclusive, and found that 10 per cent held no degrees, 40 per cent held Bachelor's degrees only, 43 per cent held Master's degrees, and 7 per cent held Doctor's degrees.

⁶ Hendricks, E. L., *Progress in the Qualifications and Salaries of Teachers of State Normal Schools and Teachers Colleges*. Published by the Author.

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Leon R. Meadows,⁷ who studied the qualifications of teachers of English in the institutions listed in the *Directory of the United States Bureau of Education*, found: no degrees .97 per cent, Bachelor's 14.98 per cent, Master's 78.74 per cent, Doctor's 5.31 per cent. While the studies of McMullen, Hendricks, and Meadows differ somewhat in the percentages assigned to each group, owing to the fact that (1) the institutions are not identical in each case, (2) Meadows studied a specific type of teachers which has had for some time relatively high scholastic standing in the teachers college, and further, (3) Meadows' study excluded training schools and special teachers which are the groups having the lowest percentage of advanced degrees, yet all of these studies have the net result of showing rather conclusively that the teachers colleges have not been able to reach the standard of qualification for their faculties that universities and liberal arts colleges had reached at the time of Judd and Parker's study in 1916.

It is evident from all the available data that the teachers colleges, now that they have assumed the name and rank of senior colleges in the majority of the states, must be vitally concerned with the problem of bringing the educational equipment of their faculties up to a standard equal to that which the best liberal arts institutions have reached. Indeed, the thesis is defensible that a professional school for teachers should set for itself an even higher standard. Obviously, the professional schools for teachers have before them a task of no mean proportions in this vitally important matter. Encouraging as is the progress that has been made in the last decade, it must proceed at a more rapid rate in the future. In a large measure the improvement of the faculty in any institution must be improvement in service. How to promote the in-service growth of its staff is the problem which the teachers college must solve. There are three important factors in this problem: selecting teachers adequately trained and thoroughly competent when vacancies arise or when the staff is to be enlarged; improving the staff in-service through coöperative effort; and retaining desirable teachers for a relatively long tenure. The present study was undertaken to ascertain what the state teachers colleges of the country are doing in their efforts to solve this problem, and to offer constructive suggestions for improvement.

⁷ Meadows, Leon R., *The Status of English in State Teachers Colleges*, Doctor's dissertation as yet unpublished.

IMPROVEMENT OF THE FACULTY IS LARGELY IN-SERVICE
IMPROVEMENT

If faculties of institutions of learning are to be improved, it must be largely through in-service improvement. The personnel of an instructional staff changes but slowly. It is not desirable that this should be otherwise; for rapid changes in personnel are likely to be fraught with disastrous consequences to the institution. An instructional staff growing in ability to render genuine service from year to year is the chief desideratum of an institution of higher learning. Evenden⁸ suggests improvement in college instruction by bringing about the following adjustments:

1. Administrative or Supervisory

- a. Unfailing recognition, by administrators, of commendable work in class instruction.
- b. Opportunity for college teachers to present to other teachers in the same college their materials and methods of instruction.
- c. Providing instructors with outlines, syllabi, and annotated bibliographies.
- d. Experimentation with modified "honors" courses.
- e. Increased faculty participation in determining those school policies which affect instruction.
- f. Providing the institution with a director of research and statistics.
- g. Giving more attention to sabbatical leaves.
- h. Assigning two or more instructors to the same course with the understanding that they are jointly responsible for developing its content and methods of instruction.
- i. Placing more responsibility upon college teachers for the selection of books for their fields.

2. Adjustments by Individual Teachers

- a. Encouraging members of the instructional staff to visit classes taught by other members of the staff.
- b. Causing teachers to see the necessity of setting themselves the goal to improve the content of their courses and the procedure in presenting them.
- c. Securing a clear statement of the aim of each course and a realization of how the major topics in this course contribute to the cultural and professional equipment of those enrolled in it.
- d. Bringing about a decrease in the amount of "lecturing" and "conducting recitations" and an increase in the amount of coöperative study.
- e. Promoting a better degree of understanding between teachers and students through conferences.

⁸ Evenden, E. S., "Improvement of College Teaching." *Teachers College Record*, Vol. 29, No. 7, p. 587 (April, 1928).

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- f. Developing a wider use of the newer types of tests and examinations, even if these are used only to supplement the older examinations.

Evenden concludes with this statement:

No one or even all of these suggestions, if followed, will make great college teachers out of those who do not like to teach or who are entirely satisfied with their present teaching abilities. But any one or all of them will help college teachers who conscientiously desire to improve the quality of their teaching.

PURPOSE OF THE STUDY

The purpose of this study is: (1) To present the more significant data obtained from a survey of the practice in (a) selecting new members for the staff of the state teachers college, (b) improving this staff in service, (c) retaining desirable teachers for relatively long tenure; and (2) To make some constructive suggestions to the administrators of state teachers colleges for the in-service improvement of their staffs.

PROCEDURE AND SOURCES OF DATA

At its Boston Meeting, the American Association of Teachers Colleges endorsed this study and agreed to furnish such information and such data as might be called for during its progress. Detailed questionnaires were sent to the presidents of state teachers colleges listed in the *Directory of the United States Bureau of Education for 1927*.⁹ Interviews with representative presidents and visits to typical state teachers colleges furnished a part of the information needed. City training schools for teachers were not included because they constitute a distinct group with administrative control, not in the state, but in the city board of education. All of the institutions classed as state teachers colleges by the Federal Department of Education are represented in this study through evaluation of policies by members of their faculties; fifty-five presidents have furnished detailed information regarding their institutions. The information sought dealt with the factors of in-service improvement as stated under "purpose of the study."¹⁰ A very considerable correspondence with the presidents

⁹ See Appendix A, page 79, for the names of the institutions which assisted in this study by furnishing detailed data. See also Appendix D, page 95.

¹⁰ See Appendix B and Appendix C, pages 80 to 93, for questionnaires submitted to the presidents and to members of their faculties, respectively.

of the various state teachers colleges was employed to determine their policies and to clarify their answers to the general questionnaire. In order to ascertain what members of the faculties in the various state teachers colleges thought of the effectiveness of the devices and procedures used in making service in these institutions attractive, members of the staff of every one of these institutions were asked to evaluate these devices and procedures. In order that these replies might come from the various ranks or levels of the staff, the list of names of the faculty as published in the bulletin of each institution was divided as nearly as possible into five equal groups from each of which groups one name was taken at random, and the teacher thus chosen was asked to evaluate the devices and procedures. In case the institution had sixty or more members of the staff, six or more groups were formed and a faculty member chosen from each group.¹¹ A total of 645 teachers was thus selected, from whom 512 replies were received. A group of fifty-eight graduate students in Teachers College, Columbia University, all of whom had had experience in teaching in teachers colleges or liberal arts colleges, also evaluated the devices and procedures.

ORGANIZATION OF THE STUDY

An attempt has been made in this chapter to give in a brief manner the present status of the scholastic qualifications of teachers colleges as summarized in previous studies, to state the purpose of the present study, and to indicate the procedure and sources of data. In Chapters II, III, IV, and V, the more significant data obtained are presented. In Chapter VI there is a general summary of the data, while Chapter VII is devoted to recommendations relative to the in-service improvement of the staff of the state teachers college.

¹¹ See Appendix C, page 93, for the evaluation called for.

CHAPTER II

SELECTING NEW MEMBERS OF THE STAFF WHEN VACANCIES OCCUR

The improvement of a faculty depends largely upon selecting competent teachers when vacancies occur, providing for the in-service growth of the staff, and retaining competent teachers for relatively long periods of service in the institution. Selecting teachers to fill such vacancies as occur from time to time is important because the growth of the staff from without is second in importance only to its growth in service. Administrators, therefore, feel that the selection of new teachers is one of the most important of the tasks committed to them.

In order to ascertain the procedures followed in the various state teachers colleges in securing new members for their staffs, specific questions were asked¹ of the eighty-five presidents who direct these institutions. Fifty-five of these officials replied. As was to be expected, their answers indicate a diversity of policies and procedures. Some of the presidents state that they do not always use the same procedure; that sometimes they have in mind a teacher who possesses exactly the qualifications desired, and at other times it is necessary to seek such an individual afar; sometimes there is a considerable time in which to look about for a desirable teacher, and at other times a position must be filled almost immediately. It is not strange, in view of the fact that the same procedure cannot always be followed in one institution, that there should be a variety of procedures in more than fifty institutions scattered throughout the country.

Some characteristic comments are herewith quoted from the presidents of the state teachers colleges²:

The head of the department recommends a candidate, but the final authority is with the president . . . Seldom is a member of the faculty chosen

¹ See Appendix B, page 80, for the questionnaire sent to the presidents.

² The names of the institutions represented are given in Appendix E, page 97.

without consulting the head of the department . . . The president initiates a program and submits names of candidates to the head of the department concerned for his approval . . . In most cases the head of the department is consulted but not necessarily so . . . After the president and the head of a department agree upon a candidate who appears to be desirable, he is invited to come to the institution where an opportunity is provided for his meeting the members of the departmental group with which he is to be affiliated and cognate or closely related departmental groups.

One institution outlined its procedure in detail as follows:

When a position becomes vacant, the president communicates with graduate schools or other agencies which might know of suitable candidates or which might be of assistance in locating them. When candidates are found who appear to have the characteristics and qualifications desired, they are invited to send the president their credentials, including secondary, undergraduate, and graduate training, together with a statement of the positions in which they have taught and the names and addresses of the administrative or supervisory officers under whom they taught. Correspondence is carried on with the references given by the prospective candidates and all the replies made a matter of record in the president's office. When this material has all been assembled, it is submitted to the head of the department in which the vacancy is to be filled. If he sees fit he may investigate further. After he has had time to investigate and to consider the results of his investigation, he is called into conference with the president. In this conference a candidate is tentatively selected. Arrangements are then made for an interview with the candidate. If he can come to the institution, he is urged to do so; if this seems impossible the president or the head of the department visit him, if possible, where he is at work. All this takes time; but it is best to spend time and money, too, provided it secures a competent member of the staff. You may hire a teacher in five minutes who will cause you twelve months of unmitigated grief.

Table IV gives a summary of the replies of the presidents.

TABLE IV

PROCEDURE IN SELECTING TEACHERS IN STATE TEACHERS COLLEGES
AS REPORTED BY THE PRESIDENTS

Procedure	Yes	No
Department concerned recommends candidates	23	28
Candidate chosen in conference, president and head	25	16
Head of department submits recommendations to president	14	41
Initiative with president but department head passes on candidate	29	14
The entire matter is in hands of president	18	33

Replies of the presidents are unanimous in declaring that their faculties as groups are not given an opportunity to pass on the desirability of a proposed candidate. In not submitting the recommendation to the entire faculty, the president is probably on safe ground. It cannot be assumed that all the members of the faculty can be informed on the merits of those cases which do not concern their own or closely related departments. To ask persons, however able they may be, to pass upon a matter in which they are uninformed is to ask for a worthless judgment. Moreover, the specialists in instruction may not be so well fitted in determining the desirability of a candidate as is the president, if he is a specialist in administration.

While no president submits recommendations to the faculty as a whole, five presidents state that they do submit the recommendations, together with reasons for making them, to departments closely related or cognate with the department in which the candidate is to work, as well as to the last-named department.

Every president answering states that he enlists the services of graduate schools or graduate departments of universities in seeking desirable members of his staff. Every president also turns to the placement bureaus of these institutions; thirty-nine enlist the services of heads of departments or professors; thirty-one state that they enlist the services of commercial teachers agencies, though five say that they do this only rarely; twelve others that they do not do this at all, and four do not answer this question directly.

A tabular view of the replies is given in Table V.

TABLE V
SOURCES FROM WHICH PRESIDENTS SEEK NEW MEMBERS OF THEIR STAFFS

Sources	Yes	No
Graduate schools or graduate departments of universities	55	0
Placement bureaus of graduate schools or universities*	54	0
Heads of departments or professors	43	12
Those who have experience in public school teaching	39	15
Those who have had experience in teachers colleges	43	12
Commercial teachers agencies	36	19
"Anywhere that we can get them"	5	

* Where the sum of the replies does not equal 55, the total number of those replying, it is due to the fact that some presidents did not answer all the questions asked.

In order to get an estimate from the presidents with reference to some other elements of desirability in prospective teachers several groups of qualities considered desirable were submitted with a request for evaluation. These groups of qualities are given herewith.

CHARACTERISTICS SOUGHT

Below are some characteristics considered essential in a teacher. Under each of the groups *a*, *b*, *c*, *d*, and *e* rate the one you consider most important 1, the next most important, 2, and so on.

a. Experience

-(1) Wide experience in teaching, not necessarily in a position similar to the one you desire to fill.
-(2) Experience in a position similar to the one you desire to fill but this experience less successful than that indicated under (1) above.
-(3) Marked success in a position in which executive administrative ability and initiative rather than teaching ability were required.
-(4) Experience as teacher in the public schools.

b. Scholarship

-(1) Scholarship as evidenced by the possession of a Ph.D. degree.
-(2) Rather ordinary or average scholarship but possessed of strong personality.
-(3) Wide and comprehensive scholarship without marked research ability.
-(4) Productive scholarship as evidenced by the publication of professional books, articles, or reports of investigations.
-(5) Fair degree of scholarship coupled with expert skill in giving instruction.

c. Personality

- | | |
|-----------------------------------|----------------------|
|(1) Good personal appearance |(6) Loyalty |
|(2) Vitality |(7) Consistency |
|(3) Optimism |(8) Honesty |
|(4) Sincerity |(9) Frankness |
|(5) Enthusiasm |(10) Sympathy |

d. Social qualities

-(1) Good fellowship.
-(2) Leadership in civic or community affairs as evidenced by membership in civic clubs, commercial clubs, and participation in civic affairs.
-(3) Leadership in social affairs as evidenced by active participation in affairs purely social, membership in social clubs, etc.

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-(4) Leadership in religious affairs; active work in church, Sunday school, and other religious organizations.
-(5) Ability to represent your institution creditably in public gatherings through ability as a public speaker, organizing ability, etc.

e. Culture

-(1) Extensive travel.
-(2) Refinement of manners.
-(3) Fine sense of ethical propriety.
-(4) Ability in music, art, or literature; connoisseur in matters of taste.

Tables VI to X give the results of these evaluations as made by the presidents replying. In each of these tables the ratings given by all the presidents were added, and the quality or characteristic which had the lowest total was given rank one; and the next lowest, two; etc. To find the grade of each quality, the sum of the presidents' ratings of that quality was divided by the number of presidents answering.

TABLE VI
RATINGS ASSIGNED BY PRESIDENTS TO VARIOUS TYPES OF TEACHING
EXPERIENCE

Experience	Rank	Grade
Wide experience; not necessarily in a similar position	1	1.85
Experience in a position similar to the one to be filled but less successful than that indicated above	2	2.04
Marked success in a position demanding executive ability	3	2.66
Experience in teaching in public schools	4	2.84

TABLE VII
PRESIDENTS' RATINGS OF VARIOUS TYPES OF SCHOLARSHIP

Type of Scholarship	Rank	Grade
Fair degree in scholarship; expert skill in instruction	1	2.01
Average scholarship coupled with strong personality	2	2.72
Scholarship as evidenced by possession of Ph.D. degree	3	2.76
Comprehensive scholarship without research ability	4	3.19
Productive scholarship evidenced by authorship of books	5	3.72

TABLE VIII
PRESIDENTS' RATING OF QUALITIES OF PERSONALITY

Qualities of Personality	Rank	Grade
Sincerity	1	3.23
Honesty	2	3.41
Loyalty	3	4.53
Enthusiasm	4	4.66
Sympathy	5	5.14
Vitality	6	5.19
Personal appearance	7	5.27
Optimism	8	5.92
Frankness	9	6.30
Consistency	10	6.68

TABLE IX
PRESIDENTS' RATING OF SOCIAL QUALITIES

Social Qualities	Rank	Grade
Ability to represent institution at public gatherings	1	1.93
Good fellowship	2	2.23
Leadership in civic or community affairs	3	2.66
Leadership in religious affairs	4	3.65
Leadership in affairs purely social	5	4.18

TABLE X
PRESIDENTS' RATING OF CULTURAL QUALITIES

Cultural Qualities	Rank	Grade
Fine sense of ethical propriety	1	1.61
Refinement of manners	2	1.72
Extensive travel	3	3.15
Connoisseur in matters of taste	4	3.47

It is, of course, true that rating such qualities or characteristics as are represented in the foregoing paragraphs is not entirely free

from objection. Such rating always assumes the presence of all of the qualities under consideration in a greater or less degree, and then seeks to discriminate between those conspicuously present or absent. If any of the qualities mentioned under the several headings above were totally lacking in an individual seeking a position, the result would be his elimination from any consideration on the part of the employing authority. If, for example, a person seeking a position in a state teachers college were wholly lacking in vitality, in enthusiasm for his work, or in sympathy for his students, no president would consider him for a single moment after the lack became known. In rating these qualities, however, it is not necessary to assume that any of them are entirely absent, or that some of them are present in the form of ultimate perfection in the hypothetical candidate under consideration. In seeking to assign relative values to these qualities it is to be assumed that an individual possesses all of them in some degree and some of them in an unusual degree. In the light of their experience with teachers in their institutions the presidents were asked, therefore, to consider whether or not the presence of a certain quality in a conspicuous degree rendered an applicant for a position a better "chance" than the presence of a different quality in a similar degree. The purpose of the request for ratings was to discover whether or not some qualities are considered by this group of men to be more important than others, conceding that all of them are present in a measure, at least, and all of them more or less desirable.

It is to be noted that practically all of these qualities can be cultivated. Those who are preparing to teach, and those who are preparing them for positions in teachers colleges may well give thoughtful consideration to the qualities that ranked high in the judgment of the men who select teachers for the teacher-training institutions of the country.

CHAPTER III

CHARACTERISTICS OF SUCCESSFUL TEACHERS IN TEACHERS COLLEGES

For the purposes of this study it was thought desirable to get a somewhat general view of the personal and professional characteristics of those members of the teachers college staffs whom the presidents of these institutions consider outstanding. It was the hope to obtain in this manner a better idea of what presidents have in mind when they discuss the various questions submitted to them with respect to in-service or other improvement of their faculties.

Accordingly, each president was asked to select from his faculty the six members who, because of their skill as instructors, their executive ability, or their personal and professional characteristics, deserve to be considered the outstanding members of his faculty. Then each president was asked to answer the following questions¹ with reference to each of these members of his faculty:

- a.* Highest degree held?
- b.* Undergraduate training completed in what type of institution?
- c.* Positions held before coming to this institution?
- d.* Where reared?
- e.* Principal occupations of this teacher's parents or guardian?
- f.* Length of service in educational work (exclusive of the time spent in securing his or her education) before coming to this institution?
- g.* Number of years employed in this institution?
- h.* What salary is paid this faculty member for twelve months?
- i.* Does he supplement this salary; and if so to what extent and in what way?
- j.* To what is the success of this teacher due?
- k.* How were his or her services secured?
- l.* What is this teacher's age?

Forty-eight presidents submitted answers to these questions for six of their teachers, and one president, for three; a total of 291 members of the faculties who are considered by the presidents

¹ See Appendix B, page 80, for the full statement of these questions.

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as the best in their respective institutions. The replies of the presidents giving the characteristics of these teachers may be summarized in these paragraphs:

a. Highest degree held:

Normal diploma only, 5; bachelor, 44; master, 176; doctor of philosophy, 60; some other degree, 5.

b. Undergraduate training secured in:

Normal school, 18; teachers college, 36; liberal arts college, 83; normal school or teachers college and liberal arts college, 66; state university, 55; endowed university, 10; land grant college, 4; land grant college and endowed university, 9; liberal arts college and university, 8; foreign university, 2.

c. Positions held before coming to the teachers college where now employed:

Rural schools, 98; consolidated schools, 28; grades of village schools, 58; graded schools in cities, 53; ward principalships, 18; principalships of high schools, 61; city superintendencies, 40; county superintendencies, 14; teaching positions in normal schools, 46; in teachers colleges, 41; in liberal arts colleges, 43; in state universities, 18; in private or endowed universities or colleges, 7; in state departments of education, 7; presidencies of normal schools, 6; state superintendencies, 1; other positions in education, 35; other professions or vocations, 9.

d. Where reared:

In the country, 139; in villages of less than 2,500 inhabitants, 88; in cities of over 2,500, inhabitants, 48; in country and village, 11; in country and city, 5.

e. Principal occupations of parents:

Farmers, 117; merchants, 25; skilled laborers, 21; teachers, 12; doctors, 6; salesmen, 6; ministers, 6; miners, 6; manufacturers, 4; lawyers, 3; no occupation given by the president answering, 65.

f, g, and h. The number of years served by these teachers before coming to the institutions in which they are now employed, the total number of years of experience for the group, and the annual salaries are summarized in Tables XI and XII.

i. Supplement to the annual salary:

Many of the teachers college presidents did not answer this question. This is probably due to the fact that they did not have accurate information available on this point. It is, therefore, not possible to make any generalization or to present any table. However, the additional earnings for the few individuals reported range from \$50 to \$3,000 annually.

j. To what is the success of this teacher due?

It is evident that the presidents had some difficulty in pointing out the specific qualities or characteristics to which the success of this group of teachers is due. In many cases, perhaps in most cases, the success of the teacher is due to a number of characteristics. The presidents' estimates are given on page 20.

Characteristics of Successful Teachers in Teachers Colleges 19

TABLE XI

EXPERIENCE OF THE GROUP OF TEACHERS RATED AS OUTSTANDING BY THEIR
PRESIDENTS

Total Number of Years Taught		Number of Years in College Where Now Employed	
No. of Teachers	Years	No. of Teachers	Years
12	1	10	1
13	2	21	2
23	3	20	3
14	4	20	4
14	5	31	5
13	6	18	6
13	7	18	7
19	8	19	8
15	9	13	9
36	10	15	10
10	11	9	11
22	12	7	12
11	13	6	13
10	14	4	14
13	15	16	15
5	16	7	16
6	17	10	17
5	18	9	18
4	19	7	19
12	20	8	20
1	21	3	21
3	22	2	22
4	23	5	23
4	24	1	24
2	25	2	25
1	26	2	26
3	30	2	27
1	36	1	28
1	37	3	30
1	39	2	32
		1	36
Total 291		Total 292	

Average .. 10.46; Median .. 10.18.

Average .. 9.90; Median .. 8.18

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Excellence of scholarship.....	18
Skill as instructor.....	36
Excellent personality	5
Scholarship and skill as instructor.....	71
Scholarship, skill as instructor, and good personality...	101

k. How the services of these teachers were secured:

Upon the recommendation of an institution of higher learning.....	72
President personally knew the teacher	71
Upon the recommendation of a faculty member who knew the teacher	30
The president directed this teacher's training for the position.....	1
Upon recommendation of a teachers' agency.....	11
The teacher was employed in the institution when the president came to it	106

l. Age of these teachers:

The ages of this group of teachers are presented in Table XIII.

TABLE XII

SALARIES PAID TO TEACHERS CONSIDERED OUTSTANDING IN THE STATE TEACHERS COLLEGES

Salary for 12 Months	No. of Individuals	Salary for 12 Months	No. of Individuals
\$2,000	1	\$3,700	1
2,200	1	3,750	2
2,300	1	3,800	4
2,350	3	3,900	5
2,400	5	3,950	2
2,500	11	4,000	30
2,600	4	4,200	5
2,700	18	4,250	1
2,850	3	4,300	1
2,900	8	4,350	5
3,000	33	4,400	8
3,100	3	4,500	4
3,200	20	4,650	2
3,250	8	4,750	4
3,300	9	4,800	9
3,350	3	5,000	2
3,400	6	5,250	1
3,450	5	5,500	2
3,500	18	6,000	1
3,600	42		

Median salary \$3,506.94

Mean salary \$3,490.89

TABLE XIII

AGES OF THE TEACHERS CONSIDERED BEST BY THEIR PRESIDENTS

No. of Individuals	Age	No. of Individuals	Age
1	25	10	47
2	27	12	48
6	28	5	49
9	29	9	50
7	30	7	51
5	31	12	52
5	32	7	53
7	33	4	54
5	34	11	55
21	35	5	56
9	36	1	57
11	37	6	58
18	38	2	59
5	39	8	60
10	40	1	61
8	41	2	62
13	42	1	63
11	43	2	64
10	44	1	68
12	45	2	70
8	46	1	72

Median age..... 43.32 years

Mean age..... 43.75 years

COMMENT UPON THE CHARACTERISTICS OF OUTSTANDING
TEACHERS AS SUBMITTED BY THE PRESIDENTS

With reference to the undergraduate training of this group, it is to be noted that no single type of institution has had a monopoly on it. The liberal arts colleges and universities are wholly responsible for the undergraduate training of 138 of these teachers; and, if those are added who had their training in other colleges in which the liberal arts ideal predominates, this total is raised to 171. The total number of those who had all or a part of their undergraduate training in teachers colleges or normal schools is 120. It would be unjust to draw any conclusion from this except that the liberal arts college and the normal school or teachers college have been

successful in training some teachers who achieved a high degree of success in the state teachers colleges in the judgment of the presidents.

It is certain that the presidents were unable to list all of the positions held by these teachers before coming to their institutions. Some gave all the positions filled by each teacher; others gave only the position held last before coming to the teachers college in which the teacher is now employed. Even though the tabulation is thus incomplete, it represents most of the positions in the field of education. The prominence of experience in rural teaching, village and city principalships, and city superintendencies is noteworthy. It suggests that a large number of those who are now successful in state teachers colleges worked their way upward from the one-room rural school through successive stages in the village school and the city school systems. That so many of these teachers were promoted to teachers college positions from city superintendencies is also significant. The city superintendent is primarily an administrator and an executive; the teacher in the teachers college is primarily an instructor. The fact that a comparatively large number of administrators is found among the successful teachers in the institutions under consideration suggests two things: first, that there are some positions in the faculty of a state teachers college in which administrative experience is valuable; second, that many of the city superintendents were successful teachers before they became administrators, and they found little difficulty in adapting themselves to the work of the classrooms upon accepting teaching positions in the state teachers colleges.

The social background of these successful teachers is similar to that which has been shown in many of the studies that have been made of the social background of the teaching population.² A majority of these teachers come from rural or village communities; and a very large proportion of the whole number come from the homes of farmers and laborers.

Salaries are still low in the state teachers colleges. The median salary for this group is \$3,506.94. It is to be remembered that we are here considering a highly selected group—those who, in the judgment of their superiors, have been conspicuously successful—whose median training is that represented by the master's degree

² See, for instance, Coffman, L. D., *The Social Composition of Our Teaching Population*, or Carnegie Foundation, Bulletin No. 14, page 117.

and whose experience is in excess of ten years. Hamilton³ found salaries in the teachers colleges low, as compared with salaries paid in the state universities and agricultural colleges in the states in which these teachers colleges are located.

His findings are:

	Maximum	Minimum
Salaries in State Universities, 1922-23		
Colorado	\$4,600	\$3,000
Kansas	6,500	2,800
Iowa	8,500	3,700
Illinois.....	7,500	3,000
Michigan.....	8,000	5,000
Minnesota	6,000	4,500
Missouri	5,000	3,300
Washington	4,500	3,150
West Virginia.....	5,000	3,200
Salaries in Agricultural and Mechanical Colleges, 1922-23		
Colorado.....	2,900	2,800
Iowa	5,000	4,000
Kansas	5,000	2,400
Massachusetts	4,500	2,500
Michigan	5,500	4,700

Median maximum, \$5,100; Median minimum, \$3,200.⁴

In the same study Hamilton found the salaries in thirty-two representative state teachers colleges much lower than in the universities on the one hand and the agricultural colleges on the other. In his study were included practically all of the best supported state teachers colleges of the country, and only a few of the more poorly supported institutions of this type. If all of the state teachers colleges had been included in Hamilton's study the picture would have been less favorable to these institutions. Even with most of the best supported institutions and only a few of the relatively less well supported teachers colleges included, he found the salaries for professors in the state teachers colleges to be: median minimum,

³ Hamilton, F. R., *Fiscal Support of State Teachers Colleges*, p. 28. Teachers College, Columbia University, Contributions to Education, 1925.

⁴ Hamilton, F. R., *op. cit.*, p. 28.

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\$2,450; median maximum, \$3,683. He makes these interesting comparisons:

Illinois pays its teachers college professors a maximum salary of \$4,650; its university professors, \$7,500.

Kansas pays its teachers college professors a maximum salary of \$4,500; its university professors, \$6,500.

Minnesota pays its teachers college professors a maximum salary of \$3,600; its university professors, \$6,000.

Iowa pays its teachers college professors a maximum salary of \$3,000; its university professors, \$6,500.

Michigan pays its teachers college professors a maximum salary of \$4,500; its university professors, \$8,000.⁵

Evenden⁶ found the median salary for fifty state teachers colleges for nine months and the summer session of the year 1927 for professors to be \$3,200. He also found the median salary for department heads in senior high schools in cities of over 100,000 population to be \$3,028.

Salaries in the teachers colleges, in the light of these studies, are lower than they are in universities, in agricultural colleges, and low even compared with those in the best high schools. The salary of \$3,605.94 paid to the teachers in the group considered best by the presidents in the present study is not materially different from the median as found by Hamilton, and only slightly higher than the median as given by Evenden. This can hardly be considered adequate for a group of teachers whose success in their institutions has been so noteworthy that they are regarded as the best teachers in their respective institutions.

The presidents were asked to recommend a salary schedule which they considered adequate. Even this recommendation is rather modest, though considerably better than the salaries that actually prevail as shown by the salaries paid to this select group of teachers. The median recommendation for professors is \$4,200 to \$5,200; for associate professors, \$3,600 to \$4,400; for assistant professors, \$2,700 to \$3,900; for instructors, \$1,800 to \$3,000; for members of the training school staff, \$2,700 to \$4,000. Five presidents suggest that members of the training school staff should be designated exactly as are members of the college staff, that training and experience being equal, equal salaries should be paid to members of both staffs.

⁵ Hamilton, F. R., *op. cit.*, p. 29.

⁶ Evenden, E. S., Lecture to class in Teachers College Administration. Figures based upon report of the Federal Bureau of Education.

CHAPTER IV

IN-SERVICE IMPROVEMENT

I. LEAVES OF ABSENCE

Twenty-seven of the fifty-five institutions reporting, grant leaves of absence with pay. There is reason for the statement that practically all of these institutions would offer such leaves, but some have been unable to get the legal authorization to do so. One institution reports that it formerly granted such leaves, but was compelled to discontinue that policy because of a mistaken idea of economy on the part of its governing board. The institutions granting this type of leave vary somewhat in their regulations governing the conditions under which the leave is granted, in the fraction of the teacher's salary paid during his absence from the institution, and in the number of months for which the leave is granted. Seventeen of the institutions grant the leave upon the completion of six years of service; eight, on the completion of seven years; and two have an arrangement whereby a teacher may leave for a fractional part of a year after having served three years. In these two institutions a teacher may receive a leave of twelve weeks after having served three years, and a leave of twenty-four weeks after having served six years. Sixteen of the institutions pay half of the teacher's salary while he is on leave; eight grant full pay, while three have an arrangement whereby they pay an indeterminate fraction of the teacher's salary, the fraction depending upon the amount of money it takes to hire a substitute to do the work of the teacher on leave. Five of the institutions pay the salary for nine months; six, for ten months; seven, for twelve months; six, for six months; and two, for a period of from three to six months as explained above.

With reference to the obligation of the teacher on leave to return to the institution granting the leave, practice varies also; seventeen institutions state that there is an obligation to return, while ten state that there is no such obligation. Nine of the presidents

state that if the teacher does not return for service in the institution granting the leave, he is expected to refund the money paid him during that period.

Restrictions exist in most of the institutions with reference to the number of teachers who may be away during any year. Most of these arise out of the financial limitations of the institutions or out of the necessity to keep the work going on unimpaired by reason of the absence of regular members of the staff. Two large teachers colleges have a rule that not more than 5 per cent of the total number of the staff may be away during any year; one, that not more than ten of its members may be thus absent; six report that it depends on the financial condition of the institution; one of the smaller institutions does not permit more than two members of its staff to be away at any one time; one president writes: "There is no restriction, but we endeavor to retain a quorum;" another states that his board has been generous in applying the principle of the leave, but the legislature has been slow to appropriate the money requisite to make the principle effective; still another, that he has been able to grant leaves to all entitled to them, but the problem is becoming more difficult as the school grows larger and the number of those entitled to leaves increases.

It is apparent that leaves cannot always be granted to those entitled to them even when the institution has a rule affirming the principle of the leave. Since nearly half of the institutions reporting have no such rule, and many of the remainder qualify their rule in one way or another, it follows that most of those now teaching in state teachers colleges cannot look forward to the sabbatical leave. This is to be regretted because the sabbatical leave is one of the most effective means of promoting the in-service growth of the staff, as well as an effective factor in attracting good teachers, since it greatly increases the desirability of a position from the teacher's point of view.

With reference to the manner in which the teacher must employ himself during the period of his leave of absence there is also considerable variation. Fifteen institutions require that he must study, presumably in graduate schools; twelve report that he may travel; ten that he may write for publication; and five, that he may rest if he so desires. Five institutions permit the teacher on leave to teach in another institution.

Comparatively little objection to the granting of leaves on the

part of those in authority is revealed in the replies of the presidents. One president, however, states that these authorities are absolutely opposed to leaves of absence at the present time, though they formerly granted them. Another reports that there is some criticism because those who go away do not always return to the institution, and state officers feel that the state has paid for something that it does not receive; still another criticism is that there is a legal question involved, since state officers are authorized to pay claims only for actual service rendered. During the present year, one hundred and seven teachers are on sabbatical leaves from the twenty-six institutions reporting on this item. This is approximately 5.7 per cent of their total faculties.

All fifty-five institutions in this study grant leaves of absence without pay, and encourage their teachers to take such leaves. All hold the position open for the teacher, assuring him his old position and rank; twenty institutions agree to increase his salary on his return; and five agree to raise him in rank as soon as he secures his advanced degree. Other efforts to encourage teachers to go away for graduate study are: pointing out the need of remaining abreast the times professionally; showing that better salaries can be paid only for better preparation; appealing to the professional pride of members of the staff; pointing out the fact that standardizing agencies demand certain qualifications before accrediting an institution and for keeping it on the accredited list. One president states that every member has added from one to two years of collegiate training to his qualifications during the last seven years; another states that it makes a great difference in the value of a teacher if he earns an advanced degree while in the service, and points out that five members of his staff have earned the Master's degree while in the service. Eighty-six teachers in the institutions reporting are away this year on leaves without pay.

It would be difficult to find a stronger argument for graduate study than is contained in the replies of the presidents to the question: "What per cent of those who have been away on leave of absence have been more valuable to your institution after their return from such leaves of absence?" All but four of the fifty-five presidents state that 100 per cent have been made more valuable by graduate study. Two of the remainder state that 90 per cent were more valuable; one states that 85 per cent were

more valuable; and one answers that 50 per cent were more valuable. Taken as a whole, therefore, the replies of the presidents constitute an endorsement that could hardly be made more emphatic.

"What are the outstanding benefits of granting leaves of absence?" was the next question. The substance of the replies of the presidents may be summarized as follows:

... Leaves of absence insure a growing faculty; they promote the program of the college because the teachers return better qualified for their work; teachers come back with a better conception of what the job of training teachers implies; they are enabled to organize their materials of instruction effectively; they have more materials of instruction to organize; they learn what recent advances in education have discovered with reference to learning and the nature of the being to be taught; they have renewed interests and broader outlook; they get the confidence of the students in a greater degree; they come back with greater enthusiasm and deeper insight. Leaves of absence promote the morale of the teachers college; they result in a better esprit de corps; they go far towards making the institution granting them academically respectable; they tend to attract teachers who want to make teaching a life work, and who want to grow in their profession; they are, perhaps, the most important factor in the in-service training of teachers, et cetera.

The statements show that the presidents are genuinely enthusiastic in their comments about the benefits to be derived from leaves of absence; and since all of them have had occasion to note the work of teachers both before and after their leaves, their enthusiasm in this matter constitutes a very strong recommendation for this policy.

Presidents are all but unanimous in their statement that they encourage leaves of absence for graduate study during their summer terms, although one states that he believes it better for teachers to rest during the summer in order that they may return in the fall with the requisite vitality to do their work. There is something to be said for this view, especially if teachers have no vacation between the close of the graduate school they are attending and the opening of their own schools.

It appears from the replies made by the presidents that teachers in the group of schools under consideration in this study work for terms longer than is consistent with optimal efficiency. Eight of these institutions have a school year of 48 weeks; nine, 45 weeks; six, 44 weeks; five, 46 weeks; twelve, 42 weeks; three, 38 weeks; two, 40 weeks; seven, 36 weeks; one, 33 weeks. It is true,

of course, that the summer session is one of the best means at the command of the teachers college in training teachers for the public schools; it is also true that a part of the faculty of the teachers college must be kept at the institution during the summer session, but it is certainly too great a strain on teachers to work in their classrooms for forty-eight weeks, as several of the institutions require.

Tables XIV to XVII, inclusive, summarize the replies with reference to leaves of absence.

TABLE XIV

POLICIES IN 55 STATE TEACHERS COLLEGES WITH REFERENCE TO LEAVES OF ABSENCE WITH PAY *

Policies of Institutions	No. of Institutions
All of salary paid during teacher's leave	8
Half of teacher's salary paid	16
Some other percentage of salary paid	3
Six years of service required before leave is granted	17
Seven years of service required before leave is granted	8
Some other provision governing the length of service	2
Salary paid for twelve months during leave	7
Salary paid for ten months	6
Salary paid for nine months	5
Some other number of months for which salary is paid	7
The teacher granted a leave is obliged to return to institution ..	17
The teacher granted a leave is not obliged to return to institution	10
If he fails to return to institution he must refund salary advanced	9
The number who may be away in any year limited by amount of money available	6
Number who may be away must not interfere with school work ..	6
Other restrictions as to the number who may be away at once ..	8
Teacher on leave of absence must spend his leave in study	15
Teacher on leave may spend time writing for publication	10
He may teach in another institution getting pay from two schools	5
He may spend his leave getting rest and recreation	5
He may spend leave of absence in travel	12
Have heard objections against leaves from state officials	4
Have heard no such objections against leaves of absence	23
Total number of teachers away on leaves with pay this year	107

* Number of institutions granting such leaves, 27; number of institutions that do not grant such leaves, 28.

TABLE XV

POLICIES IN 55 STATE TEACHERS COLLEGES CONCERNING LEAVES OF ABSENCE
WITHOUT PAY *

Policies of Institutions	No. of Institutions
Increase in salary promised upon return from leave	20
Increase in rank promised upon return from leave	5
Appeal to the necessity for keeping abreast, professionally.....	14
Other forms of encouragement, mostly on professional grounds ..	15
No. of institutions not answering this question	1
Number of instructors away on leaves without pay (54 institutions)	86

* Number of institutions reporting that grant such leaves, 55; number of institutions that encourage such leaves—Yes, 54; No, 1.

TABLE XVI

PRESIDENT'S ESTIMATES OF THE BENEFITS DERIVED FROM LEAVES OF ABSENCE
WITH AND WITHOUT PAY

Percentage of Those More Valuable Because of Leaves	No. of Presidents Replying
100%	51
90	2
85	1
50	1
Percentage of those less valuable after leaves of absence	0

2. PARTICIPATION OF THE FACULTY IN THE DETERMINATION
OF POLICIES

The degree in which a faculty of an institution participates in the determination of educational policies is one measure of the democracy that prevails in the institution. Moreover, faculty participation in the making of policies which affect instruction is an excellent means for promoting in-service growth. A series of questions designed to ascertain the degree of faculty participation was submitted to the presidents. Fifty-five presidents replied to these questions. In only two state teachers colleges does the faculty initiate all of the educational policies; in twenty-seven it

initiates most of these policies; while in eight others it does so rarely. Twelve presidents state that the initiation and determination of policies is the function of the president, not of the faculty.

It appears from these replies as well as from other information available that the faculties of state teachers colleges do not exert quite the influence in shaping the educational policies of their institutions that faculties in the universities exert in theirs.¹ The teachers college has been criticized for its alleged lack of democratic administration. The authors of Carnegie Bulletin No. 14² use the following language in discussing the powers assumed by the presidents of normal schools in Missouri:

It is sufficiently obvious that the growth of an important educational institution on which the state is relying for a just recognition and satisfaction of its needs for adequately trained teachers should not depend on the action of one man, whose motives may range from prophetic insight to sheer self-seeking caprice. If the school is wholly autonomous, and if it is to have a faculty worthy of being an instrument in higher education at all, then let the older and more experienced members of the faculty be made jointly responsible with the president for the gradual and sane development of the whole. Let the school be conducted on the basis of complete publicity by disinterested subordinate assistants and in accordance with principles thoroughly discussed, understood, and approved by all.

But in a state where six institutions share the aforesaid trust, each doing similar work, often for the same territory, the principle of institutional autonomy is wrong. . . . Faculties should not be ignored in this. Deliberations in several schools, either by way of initiative or on reference from a central board of presidents, should furnish a guarantee that necessary reforms would not long fail of proposal, and that all proposals would receive mature study.

From what has just been said regarding the power of the president, it will be clear that the term "staff" is used advisedly; instructors in the Missouri normal schools as at present conducted do not properly constitute a "faculty." Their relations to the administration are the same as in the average high school or in private proprietary institutions. They are hired for a specific, limited purpose, and though they are expected to coöperate in a general way for the good of the institution, and do so, they are under the immediate and complete direction of the head of the institution. Appointment is not in any sense an admission into a select and homogeneous group of scholars jointly responsible for a high educational enterprise.

That the "one-man" policy was not entirely confined to one state is shown by a survey of the Wisconsin normal schools con-

¹ See, for example, Futrall, J. C., "Some Aspects of University Administration, for the Influence Exerted by Faculties in Universities and Colleges." *School and Society*, Vol. 25, p. 179.

² "Professional Preparation of Teachers," Bulletin No. 14, Carnegie Foundation, 1920.

ducted in 1912 and reported by Agnew.³ This states that the faculty, as a whole, of each of the professional schools had little to do in the determination of what should be taught. Continuing the discussion of this topic by quoting from the *Missouri Survey*, Agnew⁴ proceeds to explain how the tradition of autocratic control came into existence and how it has been handed down:

This "one-man" policy as a tradition in administering the professional school may at least be partially accounted for by two influences. First, there was the influence of the academy, at the very beginning to which a previous reference has been made (Chapter II). There have been among the academies some notable exceptions like Phillips Exeter. The Historian says, that, in 1857, "the size and importance of the school and the number of its instructors seemed to demand a more systematic administration. The principal, the professors, the permanent instructors, were invested with the powers of a regular faculty. The arrangement was continued and was found to conduce to harmony, to uniformity, and discipline as well as to higher respect for authority of the school." This type of organization was so unusual as to require special comment on the part of the Historian. This is an exception, however, and the academy as an institution, early and late, has been largely under the direction of the principal.

The second factor that may be mentioned as accounting to some extent for the lack of faculty participation in shaping the policies of the professional schools is the type of men called to the presidency. Seventy-one per cent (see Chapter IV) of the executives represented in this study had previously served as public school superintendents or principals and they have carried the public school practice with them.

Experience in public schools is desirable. What is needed is a change of policy in the public school, affording opportunity for participation on the part of the classroom teachers. Furthermore, there is needed on the part of the executive some adequate professional preparation for his new position. It is unfortunate that administrators in both liberal arts colleges and professional schools should assume such responsible positions without, at the same time, making a proper study of their new responsibilities.

It should be said that there is no evidence of any dissatisfaction on the part of faculty members with the organization that prevails and with the policies in force in the various institutions under discussion in the present study. Although faculty members were assured that their statements would be kept confidential, many of them took occasion to state that they were satisfied with the organization and with the policies prevailing in their schools. But aside from any satisfaction or dissatisfaction that may exist,

³ Agnew, W. D., *The Administration of Professional Schools for Teachers*. Warwick and York, 1924.

⁴ Agnew, *op. cit.*, p. 189.

faculty participation in the determination of policies would be most wholesome: (1) It would have a tendency to preclude the possibility that the peculiarities of any individual become the accepted policy of the institution; (2) it would make the collective judgment of the entire group available for the consideration of policies; (3) it would provide a valuable opportunity for in-service training of the staff by causing all of its members to give thoughtful consideration to all questions which vitally affect the future of the institution.

From the statements of the presidents it appears that boards of regents or other governing boards do not exercise much control in initiating the educational policies of the state teachers colleges. Only four presidents report such control on the part of their boards in what might be termed a considerable degree. Twelve presidents state that their boards do so only very rarely, while thirty-eight report that their boards act upon the recommendations of the presidents and faculties.

Administrative policies should be left largely in the hands of the administrative officers. It is difficult to keep the entire faculty informed on all administrative matters, or even on the more important matters. It is wasteful in time and energy to burden the entire staff with matters that can be more efficiently determined from the central offices of the institution. In addition to these reasons it may be pointed out that the members of the instructional staff are more or less expert in their respective fields, but those fields are concerned largely with educational and not with administrative matters. The administrative officers, on the other hand, are more or less expert in the handling of administrative or executive problems. There is, consequently, no reason to suppose that the collective judgment of the entire staff would result in better administration, or in better solution of administration problems.

In twenty-six of the teachers colleges reporting on this item in the study, the initiation and the determination of administrative policies are considered to be the duty of the president and not that of the faculty. Only three institutions permit the faculty to pass on all the more important administrative policies; but in twenty-four of the twenty-six the action of the faculty is subject to the veto of the president; and this veto is final in twenty-two of the

institutions, while in two it may be set aside by a two-thirds vote of the faculty.

One of the presidents who has in charge one of the largest of the state teachers colleges states in considerable detail his attitude on the whole question of policies; and since his view seems to be in accord with the view of many, perhaps the majority, of the presidents, it is quoted in part:

I have found it exceedingly difficult to follow a rule of thumb in school procedure; and my procedure does not square readily with any kind of schedule or scientific procedure. In other words, we work at the job of keeping school very much as a family does at the job of keeping house. To be specific, there is no hard and fast line between the prerogatives of the president and those of the faculty. In a general way, the faculty passes finally upon all matters pertaining to the curriculum and to the general regulations of the school. Since I am responsible for the general policy of the school, I keep that in my own hands. If, for example, the question of using in a large way the public schools of this city were to come up, I would settle the matter myself in conjunction with the director of teacher training. It would not be a case for faculty action at this institution. Some years ago the enrollment of the senior high school ran down to a point where it was not of value to the training school. After a conference with the director of teacher training, the senior high school was discontinued. It has not been re-established though we should be glad to have a senior high school for training purposes. We use the city high schools. Some day, when we have a building for this purpose, we shall seek to re-establish this unit of our training school. . . .

There is no such thing at this institution as a disagreement between the president and faculty. I do not believe that there is likely to be a disagreement of this kind if the president is in control of the situation. This does not mean that he should be a czar, but somebody must say "yes" and "no" or the institution goes on the rocks.

Another president who has successfully administered a very large state teachers college for years states his policy thus:

The administration of this institution lies with the president and the heads of the departments who submit their recommendations to the faculty for their approval. The heads of departments assist in making the budgets.

These procedures may be considered as somewhat typical of the administrative procedures in all of the institutions, with some allowance for individual variations.

Faculty meetings are important in any institution of learning; and the manner in which they are conducted is an index to the character of the institutions. In the state teachers colleges there is a strong tendency to grant the right of discussion and vote to

all members of the staff. Forty-three institutions report that this is the policy of their institutions. Ten institutions grant these privileges only to members of professorial rank. One institution whose president is very prominent in teachers college circles reports this procedure:

Most material for faculty meetings is handled before the meeting of the faculty by committees, the chairmen of which are the more influential members of the faculty. Committees report to the faculty, and their recommendations are, in most cases, approved.

Another president states:

All members of the faculty have equal rights in faculty meetings, but the professors do most of the talking.

Thirty-four presidents state that members of the training school staff are on a plane of equality with members of the college staff; three state that there is a distinction in the status of the two staffs, in the faculty meetings; twelve state that while members of the training school staff are considered members of the faculty on a plane of equality with other members, there is a feeling that the former are somewhat inferior to the latter. One president "suspects that there is such feeling of inferiority" but states that he is doing all he can to overcome it.

It is probable that, as this president suspects, there is such feeling in many of the teachers colleges. It is likely that this feeling, wherever it exists, is due largely to the fact that in many of the teachers colleges the critic teachers have lower qualifications and receive lower salaries than the members of the college staff. The salary schedules suggested by several presidents in response to a question in the present study indicate that a considerable number of these administrators believe that salaries should be lower for the training school staff than for the college staff. McMullen⁵ found that there is some feeling of inferiority on the part of critic teachers and also that there is some tendency to pay these teachers lower salaries. Nothing would do so much to dignify the training school as requiring the same qualifications for its staff as are required for members of the college staff, and paying the same salary to members of both staffs. Several of the presidents suggest this policy, and one not only pursues this policy, but desig-

⁵ McMullen, L. B., *Service Load in Teacher Training Institutions*. Teachers College, Contributions to Education, No. 244, 1927.

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nates the members of both staffs as professors, associate professors, assistant professors, and instructors. The feeling of inferiority on the part of the training school staff is fast disappearing in that institution, and the acceptance of some such policy by teachers colleges, generally, would cause the disappearance of this feeling altogether. In view of the importance of the training school in the preparation of teachers, this is greatly to be desired.

Tables XVIII to XX, inclusive, summarize these replies.

TABLE XVII
NUMBER OF WEEKS IN THE YEAR THAT INSTRUCTIONAL STAFFS IN STATE
TEACHERS COLLEGES ARE REQUIRED TO WORK

No. of Institutions	No. of Weeks
9	48
6	46
6	45
5	44
3	42
12	40
2	38
7	36
1	33
4	no reply

NOTE: In five of the institutions having terms ranging from forty-two to forty-eight weeks, teachers are required to teach only alternate summers, or two summers out of every three.

TABLE XVIII
EXTENT OF PARTICIPATION IN DETERMINING POLICIES BY THE FACULTIES IN
55 STATE TEACHERS COLLEGES

	No. of Determin- ing Policies
Faculty determines all educational policies	2
Faculty determines most of the educational policies	27
Faculty determines a minority of educational policies	8
Faculty has practically no voice in the determination	4
It is the president's function to initiate policies	12
Faculty passes on administrative matters	3
President may veto action of faculty on educational policies	24
President's action (in matters of veto) final	22

TABLE XIX

EXTENT TO WHICH BOARDS OF REGENTS INITIATE POLICIES IN THEIR CONTROL
OF 55 STATE TEACHERS COLLEGES

	No. of Policies
Boards act upon the recommendation of president and faculty	38
Boards initiate policies only very rarely	12
Boards initiate policies only when legislation makes such action mandatory (laws requiring teaching of patriotism, e.g.)	5

TABLE XX

DEGREE OF EQUALITY AMONG MEMBERS OF STAFFS PREVAILING IN 55 STATE
TEACHERS COLLEGES

	No. of In- stitutions
All members of the faculty on an equality with right to vote and right to participate in the discussions	43
Only those of professorial rank have these rights	10
Members of training school staff have rights of college staff	34
Theoretically training school staff is equal to college staff but there is a feeling that the former is inferior	12

3. IMPROVING THE QUALITY OF INSTRUCTION

How to improve the quality of instruction in an institution of higher learning is a most difficult problem. It is certain that the supervisory system of the secondary school cannot be put into effect in the college. It is certain that the individual members of the instructional staff should have the largest measure of freedom in formulating, organizing, and presenting their materials of instruction. But it is also true that even high educational qualifications and long experience do not guarantee good instruction. There is a widespread feeling, whether justified or not, that instruction is best in the primary grades and grows progressively poorer as we ascend the scale of advancement in educational institutions. In a teachers college the instruction given should be of a uniformly high order, because its classroom procedures should exemplify the

best that there is in education. In this institution, therefore, it is desirable that the materials and methods of instruction be constantly challenged, and that the instructors be required to "show cause" for their procedure. This can probably be done best through coöperative and continuous effort on the part of all members of the staff. Members of a departmental group may systematically visit the classes taught by other members of that group, and, in informal conferences, they may discuss the purpose of each course and the reason for the manner of its presentation. Members of different departmental groups may also exchange visits with one another, and in informal and friendly conferences discuss their purposes and their procedures. The stimulus that comes from such exchange of visits and such discussions results in the elimination of those topics and courses that cannot be justified, and results, further, in a refinement of methods of instruction. That the course suggested above requires tact on the part of the members of the instructional staff is certain; that it is valuable in improving instruction as well as in integrating the work of the entire institution is even more certain. From the standpoint of developing a faculty, growing in their respective fields, the plan here suggested is very valuable. There are few policies that would do so much to insure the in-service growth of the staff as to require each member to study the courses in his own department and be able to justify what they contain, and to be familiar with the nature and the purpose of the courses in other departments as well.

The dean of instruction has only recently come to the teachers college. The replies of the presidents in those institutions where there is such a dean indicate that he has had an influence in bettering the quality of instruction. Twelve of the teachers colleges under consideration in the present study have deans of instruction; and eight of these report that their efforts have resulted in an appreciable gain in the quality of instruction.

Presidents of teachers colleges, as a rule, do not have much time to devote to the improvement of instruction in their institutions. This is not surprising in view of the fact that teachers colleges spend less money on their administrative staffs than other comparable institutions.⁶

⁶ Moehlman, A. B., *Survey of the Needs of the Michigan State Normal Schools*, Part II, Chapter II. Published by the State Board of Education, Lansing, Mich.

In part, this condition arises from economy; the presidents desire to keep down the expense of administration to the minimum in order to be able to give a larger part of the resources of the institution to instruction; in part, it is a heritage from the time when the normal school was, generally speaking, a very small institution with a very simple organization in which the principal could attend to all administrative matters unaided, and teach part-time as well. As the normal school, and its successor the teachers college, grew, the principal became president. When the administrative duties multiplied, he stopped giving instruction in the classroom and devoted himself entirely to administrative duties, adding an occasional clerk as these duties became too burdensome for one individual. Out of these circumstances has grown the practice of teachers college presidents to look after the details of most of the administrative tasks themselves. It is easy to see the manner in which it has come about that the president is solely an administrative officer and not, generally, a professional leader; and it is regrettable that this is the case. Presidents should find ways to delegate relatively less important executive and administrative matters to subordinates and clerks and should leave themselves free for the bigger task of educational leadership. There are presidents of state teachers colleges who have found a way to delegate routine administrative duties and who have found time to be professional leaders of their staffs; and their success is evidence that it is not necessary for the chief administrator of the teachers college to give up the leadership in education which his position implies.

Only one president reports that he devotes as much as 50 per cent of his time to the improvement of instruction; five gave 33 per cent to this activity; six, 25 per cent; six, 10 per cent; two, from 5 to 10 per cent; the remainder give practically no time to it. Presidents are practically a unit in declaring that they do not visit classes in their institutions except occasionally or incidentally.

The views of the presidents with reference to the supervision of instruction in state teachers colleges may be stated thus:

It is not necessary to supervise the work of a teacher in a teachers college if he is really a teacher of college grade or rank; if teachers cannot teach, they are incompetent and should be dismissed. If the president finds it necessary to visit classes in his school for the purpose of improving the

instruction, and if he must tell his teachers how to teach, it is evident that he needs a new faculty, and it is probable that the institution needs a new president who can select competent teachers. Very occasional suggestions to teachers may not be amiss. It is probably well to graph the grades or marks given by the various departments and the instructors in order that teachers may correct any idiosyncrasies with reference to their marks; it may be well, also, to have teachers submit occasionally their examination questions in order that the president may keep informed as to what is going on. It is well further, to have a very clear understanding with each departmental group as to what its aims and purposes are and what methods are to be used to achieve these aims. Group conferences, individual conferences, and faculty meetings are the best devices at the command of the president in his efforts to keep the instruction in his institution on a high plane. In general, the teacher should be left free to follow his own plan of presenting his materials, but he should be held responsible for results.

There is another group of presidents, less numerous than the group whose views are stated above, who believe that the president is intimately concerned with improving instruction. One of these states that he visits classes, and that he follows these visits with conferences. Another suggests that syllabi are worked out in coöperation with the teachers and that assistance is furnished from the president's office to aid the teachers in keeping their materials and methods of instruction on a high plane.

In general it may be stated that, as a rule, the members of the instructional staff of the teachers colleges are not required to explain their methods or their materials to other members of the staff. In twelve of these institutions they are expected to make this explanation to the dean of instruction; and in thirty others to the president. In six of the institutions they are at times expected to explain their courses to the faculty as a whole in faculty meetings.

Revision of the curriculum is a difficult problem in all types of educational institutions. It is likely to continue a difficult problem as long as schools exist and society does not become static. In theory, at least, it is desirable that the curriculum should be the result of the collective judgment of the entire staff and that it should be in a state of continuous revision at the hands of the staff. In thirty-four of the state teachers colleges each departmental group collectively determines the curriculum for its department; in twenty-one, the departmental heads are really responsible for the content of the curriculum.

Committees are usually appointed for the purpose of revising curricula; in every case except one, the curriculum committee is appointed by the president; and in the exceptional case, the president and faculty decide upon the personnel of the committee. In eighteen of the institutions reporting, all departments are represented on this committee; in eleven, only the largest departments are thus represented; while in fourteen the committee is selected for the ability of its members and without regard to the departments to which they may belong. In thirty institutions the training school is represented on the curriculum committee. In forty-eight, the work of the committee is submitted to the faculty for their consideration and approval or rejection, as the case may be. In number of members the curriculum committee varies from five to twenty-seven. One institution reports that every member of the staff is considered a member of the curriculum committee.

In twenty-four state teachers colleges the revision of the curriculum is a continuous process; in six, it is undertaken whenever the need of revision appears; in four others, it is undertaken when the board of regents or the president orders it.

Three states report state-wide conferences in which the staffs of all the state teachers colleges are brought together annually or semiannually for the purpose of considering the teacher-training needs of the state as a whole, and to plan their curricula in the light of these needs. It is too early to state definitely what the influence of these conferences will be, since this plan has been adopted so recently that it has not had time to reveal its results. It is interesting to note that twenty-six presidents of state teachers colleges in fifteen states believe that such conferences should result in better integration of the work of the teachers colleges. One president fears that more harm than good will come from such conferences; and another believes that good may come if there is not too much standardization as a result.

The coöperative study of the curriculum by the entire staff of a teachers college is one of the best devices for securing in-service growth of the staff. Such study implies an understanding of sound principles of organization, the application of criteria of curriculum construction, a familiarity with recent investigations and with educational literature, together with constant analysis and questioning of materials coupled with an evaluation of courses

and topics in courses. If this work is seriously undertaken by the staff it is certain to result in professional growth comparable to that which results from pursuing courses in education in graduate schools.

The teachers colleges of one state report an interesting experiment in curriculum making which the six institutions of that state have undertaken collectively. They have undertaken the revision of their curricula under the advisorship of one of the foremost students and teachers in the field of teachers college administration in this country. Under his leadership criteria to guide in the revision and construction of curricula have been worked out and the staffs of all the teachers colleges organized into committees, each with a specific task or problem assigned to it. Twice annually all members of the staffs of these six institutions meet in conference at the state capital for a summing up of the results and an interchange of ideas. The state department of education acts as a clearing house for the distribution of materials and lends other assistance during the progress of the study. The experiment should prove valuable in improving the curricula of these teacher-training institutions; its greatest value, however, is likely to result from the in-service training that the members of the staffs of all these teachers colleges will receive during the four-year period in which the experiment is to be conducted.

According to the information given by the presidents, teachers in their institutions are professionally alert if one may judge from the number of those who attend professional meetings. One hundred forty-five members of the staffs of these institutions attended the summer meetings of the National Education Association; one hundred forty-seven attended the mid-winter meetings of this Association; and eighty-eight attended the meetings of the American Association of Teachers Colleges. Twenty-three institutions report that 100 per cent of their faculties attended their state educational meetings last year; five report a 90 per cent attendance; two, 98 per cent; two, 85 per cent; two, 80 per cent; two, 75 per cent; two, 60 per cent; and the remainder varying percentages of attendance ranging from 10 to 55 per cent. These institutions report that 263 members of their faculties were on the general or departmental programs of the state education associations in their respective states. Since this number is from 9 to

10 per cent of the total number of members on the staffs of these institutions, it appears to indicate that the state education associations are eager to have teachers college teachers on their programs. This indicates a wholesome state of feeling between the teacher-training institutions and the professional associations of teachers.

The relationship existing between the training or practice school and the college is very significant. The presidents were asked to answer this question:

State briefly the procedure employed in your institution to keep the instructional staff of the college informed about the aims of the training school, its problems, and its progress from day to day.

As was to be expected in considering a group of institutions representing twenty-eight states and meeting conditions widely diverse, the replies of the presidents indicate a diversity of procedure. In general, however, there appear to be two divergent philosophies with reference to the relationship of the training school and the college. The first of these is represented by the following excerpts taken from correspondence with the presidents:

Each department supervises the subject matter of the corresponding department in the training school. The college staff is in continuous contact with the training school. . . . The college teachers supervise the practice teaching done in their departments in the training school. . . . The college staff teach in both institutions. . . . Eight members of the college staff have regular assignments in the training school. . . . All college departments conduct observation and demonstration classes in the training school. . . . Twenty members of the college faculty teach classes in the training school. . . . The supervisors in the training school also teach classes in the college. . . . Director of Instruction is also Director of the Training School. . . . Each department has at least one member who is constantly in direct contact with the training school. . . . The two staffs coöperatively organize and formulate the curriculum of the training school. . . . Specially prepared teachers in the college meet members of the training school in weekly conferences. . . . Departmental heads of the college supervise the work of their departments in the training school. . . . The training school is really the center of our interest; it has determined our philosophy, and enters into every phase of the work of the whole school. . . . The training school is the heart of this institution; all our activities are centered in it.

The other view may be briefly stated as follows:

The training school is a separate institution with a staff largely independent of the college. . . . The college staff consists chiefly of subject-matter specialists who give the student content; the training school staff

consists of expert teachers who give the student training in class-room procedure. . . . Such relationship as exists between the two staffs is provided by the department of education. . . . Too much participation in the training school by subject-matter specialists who are trained and accustomed to teach students of college grade has a tendency to hurt rather than help the training school, etc.

Presidents were also asked to state what departments in their institutions are in closest coöperation with the training school. Twenty-one report that all departments are in close contact with it. Many presidents name some departments as coöperating particularly well with the training school, while other presidents name a different group of departments. Taken collectively, the replies name all the departments found in the teachers colleges. In the replies of the presidents, all departments are also named as being lacking in coöperation. When these replies are interpreted, they point out clearly that there is nothing inherent in the subject matter taught in any department which makes it impossible for that department to coöperate with the training school; neither is there anything in the subject matter of any department (that of education excepted) which makes it inherently necessary that the department coöperate closely with that institution. The degree of coöperation, therefore, depends on the philosophy which dominates the school and the type of training that the departmental staffs of the teachers college have received. Since a large percentage of the college staffs received all or at least a part of their training in the liberal arts college, it is not strange that the ideal of this institution dominates many of these teachers, and that they do not really believe in the necessity of intimate relationship and close coöperation of the training school and the college.

In the institutions reporting, 183 members of the college staff also teach classes in the training school; and 115 members of the training school staffs also teach classes in the college. When these two groups who teach in both institutions are considered as a unit, they amount to approximately 10 per cent of the total number of members in the institutions reporting.

Presidents were also asked to state how members of the college staffs have aided the training school in the solution of its problems. In part this question is answered by the replies from which excerpts were quoted in the foregoing paragraphs. Other statements in the replies of the presidents tend to clarify this relationship further:

Assisted the training school in the organization of a library for that institution. . . . The home economics department supervises the preparation of the luncheons for the training school children. . . . Teachers of the science departments have directed the laboratory courses in the sciences taught in the training school. . . . Faculty of the college and faculty of the training school have collectively organized the curriculum for the latter. . . . The faculty of the college has constantly studied training school problems, and frequently conferred with the training staff with reference to finding solutions for these problems. . . . The department of geography has organized the course of study in that subject for the training school. . . . The science department has enriched the courses in science. . . . The biology department assisted by the departments of physics and chemistry has assisted the training school with its health education program.

Each of the following departments is mentioned by more than one institution as having been especially helpful in assisting the training school with its problems: Music, Public School Art, Foreign Languages, Social Science, Physical Education, Home Economics, Mathematics, and English.

To aid in bringing about an integration of the work of the college with that of the training school, thirty-four of the institutions furnish more or less systematic reports to the teachers in the department of the college with reference to the progress that their students are making in the training school; thirty-one have regular conferences of the staffs of both institutions; while four institutions report that intimate contact with the training school is not necessary.

A summary of these replies is found in Tables XXI to XXXII, inclusive.

TABLE XXI

SOME OF THE DEVICES FOR IMPROVING INSTRUCTION IN 55 STATE TEACHERS COLLEGES

	No. of Institutions
Heads of departments regularly visit classes in their departments . .	19
Such visits occur rarely	19
Institutions having deans of instruction	12
Deans' efforts have resulted:	
In marked improvement	1
In an appreciable improvement	8
In inappreciable improvement	3

TABLE XXII

PRESIDENTS' EFFORTS TO IMPROVE INSTRUCTION IN 55 STATE TEACHERS COLLEGES

	No. of Presidents
Percentage of Time to Improve Instruction	
50	1
33	5
25	6
10	66
Practically 0	37
Percentage of Time Presidents Spend in Visiting Classes to Improve Instruction	
20	1
5	4
Practically 0	50

TABLE XXIII

EXTENT TO WHICH DEPARTMENT COURSES ARE FORMULATED BY THE CO-OPERATIVE EFFORT OF THE DEPARTMENTAL GROUPS

	No. of Courses Formu- lated
Members of the department formulate the courses, coöperatively ..	34
In this work of formulating courses for a department all are responsible	15
In this work of formulating courses, heads of departments are responsible	21

TABLE XXIV

HOW CURRICULUM COMMITTEES ARE APPOINTED AND THE NUMBER OF DEPARTMENTS REPRESENTED ON THIS COMMITTEE

	No. of Depart- ments Repre- sented
Curriculum committee is appointed by the president	54
Curriculum committee is appointed by president and faculty	1
All departments are represented in membership of this committee	18
Only the larger or more important departments are represented ...	11
The training school staff is represented in committee's membership	30
Membership of committee chosen for ability not for departmental representation	14

TABLE XXV

NUMBER OF MEMBERS ON CURRICULUM COMMITTEE AND THE PERIOD OF SERVICE OF THIS COMMITTEE

Members	No. of Institutions
From 3 to 5	7
From 6 to 10	16
From 15 to 20	4
From 20 to 30	4
All members of the faculty are members of this committee	2
This committee is a standing committee serving indefinitely	35
This committee is appointed for a particular task and discharged ..	9
Institutions failing to reply to this question	11

TABLE XXVI

POLICIES WITH REFERENCE TO APPROVAL ON PART OF THE FACULTY OF THE ACTION OF THE COMMITTEE ON CURRICULUM

	No. of Instructors
Recommendations of the committee on curriculum may be modified or rejected	48
Faculty approval of the committee's action a matter of form only ..	7
Faculty approval of committee action not asked because it is not necessary	6

TABLE XXVII

EXTENT OF VISITS OF INSTRUCTORS TO OTHER DEPARTMENTS IN THEIR OWN INSTITUTION IN AN EFFORT TO SECURE INTEGRATION OF THE CURRICULUM

	No. of Visits of Instructors
Faculty members regularly visit the classes of other instructors ..	5
These visits take place almost daily	5
These visits occur occasionally, but they are more or less regular ..	9
Such visits are very unusual	18
Institutions failing to answer this question	18

TABLE XXVIII

EXTENT TO WHICH MEMBERS OF THE FACULTY EXPLAIN THEIR METHODS
AND MATERIALS TO OTHERS IN THEIR INSTITUTION

	No. of In- stitutions
Faculty members are expected to explain materials and methods to	
the president	30
Dean of instruction or director of instruction	10
Others teaching in their departments	13
Others teaching in closely related or cognate departments	14
To those teaching in other departments in their institution	5
To the entire faculty of the institution	13

TABLE XXIX

EFFORTS MADE IN 55 TEACHERS COLLEGES TO KEEP IN TOUCH WITH OTHER
INSTITUTIONS DOING SIMILAR WORK, AND THUS TO AID IN KEEPING
CURRICULUM ABREAST THE TIMES

	No. of In- stitutions
Members visit other institutions doing similar work to study curriculum	29
Such visits are occasional in their nature, yet rather systematic	18
Such visits occur seldom, and then on initiative of individual faculty members	7

TABLE XXX

WHEN REVISIONS OF THE CURRICULUM ARE UNDERTAKEN

	No. of In- stitutions
At irregular intervals	14
Revision of the curriculum is a continuous process	32
Revision is taken only when ordered by the board of regents.....	4
Revision is in the hands of board of principals of teachers colleges .	4
Institutions failing to answer this question	1

TABLE XXXI

ATTENDANCE OF MEMBERS OF THE FACULTIES OF 54 STATE TEACHERS COL-
LEGES AT NATIONAL AND REGIONAL PROFESSIONAL MEETINGS

	No. Attending
Number who attended the midsummer meeting of the National Edu- cation Association	145
Number attending the Department of Superintendence	147
Number attending the meetings of the American Association of Teachers Colleges	88
Other national or semi-national professional meetings	96

TABLE XXXII

EFFORTS TO KEEP THE COLLEGE STAFF IN INTIMATE RELATIONSHIP WITH THE
WORK OF STUDENTS PARTICIPATING IN PRACTICE TEACHING IN THE
TRAINING-SCHOOL

	No. of In- stitutions
Members of the College Staff Who Have Students Participating in Observation and Practice Teaching in the Training School Inte- grate Their Work Through:	
Getting daily or other systematic reports of work of students	34
Helping these students plan their lessons which they are to teach	28
Regular visits to training school to observe the work of their students	22
Infrequent observation of the work of these students in training school	12
Conferences with critic teachers under whom students teach ..	31
No systematic efforts made to determine progress of students..	4
It is not considered necessary for college staff to do this	4
Number of college teachers who also teach classes in training school	185
Number of training school teachers who also teach classes in college	115

4. PROFESSIONAL TREATMENT OF SUBJECT MATTER

"Shall the teachers college professionalize the subject matter taught in all of its classes?" This is still a very live question; although it has received much attention from the time that normal schools and teachers colleges were first established. It will not be answered finally until a series of extended investigations in different sections of the country, involving a large number of teachers over a period of many years, will demonstrate the superiority of either the professionalized treatment or the liberal arts treatment of subject matter in the preparation of teachers.

The idea of professionalized subject matter has been presented many times,⁷ and it is not the purpose here to review the literature dealing with this question; but since several of the presidents of the teachers colleges commented with considerable fullness on this subject, it seems desirable to quote one or two definite state-

⁷ See Randolph, *Professional Treatment of Subject Matter*, Warwick & York, 1924.

ments seeking to clarify the meaning of this term; and then to quote from the replies of the presidents showing their attitude with reference to professional treatment. Randolph says:⁸

By "professional attitude" is meant nothing esoteric; at bottom it only means that the teacher of teachers shall be so sensitive to the needs of the service and so well acquainted with the characteristic pressures upon the public school teacher that he will consciously shape his instruction in the interest of both. . . . The idea of professional treatment of subject matter implies curriculum differentiation, which by limiting and defining the scope of subject-matter courses provides opportunity to focus instruction under the guidance of the professional attitude. . . . What are the implications of the professional attitude? The answer must be found in the needs of the service.

Randolph⁹ then proceeds with an analysis of the needs of the service as follows:

1. Now, as in the beginning, familiarity with the actual materials to be taught must be placed first. In a large measure these are prescribed in existing elementary courses of study and in the textbooks in the various school subjects. . . . Experience has amply supported the belief that effective teaching implies the teacher's possession of knowledge far beyond what can be taught to his students. New and wider views of the possibilities of familiar material must be secured. . . . This very broadening scholarship, however, brings its own teaching problems.

2. The professional education of teachers involves not merely the extending of intellectual controls in the field of knowledge, but such extensions as are most pertinent to the teacher's problems and the social purposes of education. Here is a second point at which the professional attitude comes into play. A course of instruction must be planned which will ensure the most relevant scholarship. For this the subject-matter teacher needs the guidance of qualitative studies of the success and the failure of public school teaching of the fundamentals of his subject. Whatever the concrete results of such studies may reveal, one general principle is clear; namely, that the teacher needs not only comfortable margins of knowledge, but that he needs also "profound respect for elemental materials" that he is to teach. This is one of the directions in which scholarship must be extended. The means of securing such appreciation involve both the extension of knowledge and the purposeful affecting of attitudes. Obviously, in the latter, elements of technique are involved.

3. The professional attitude will lead to searching out "the condition of the learner" and the adaptation of the instruction to it in such a way as to leave with the learner deposits of technique for future use.

With the views thus stated, thirty presidents appear to be in

⁸ Randolph, *op. cit.*, p. 128.

⁹ Randolph, *op. cit.*, pp. 128-29.

accord, for they answer in substance that all courses given in the teachers college should be professionalized. There are, however, several who dissent sharply from the whole theory of professional treatment. A few excerpts from the replies of those who do not believe in this method of differentiating training for teachers will make their point of view clear. One president states his opinion thus:

I am a dissenter when it comes to the subject of professional treatment of subject matter. We expect to have all subjects professionalized before the students are through with them, but that does not mean, in our way of thinking, that the instructor of psychology or textile chemistry has to be conscious of how his subject should be presented to children, for the reason that these and a great many other subjects are general background subjects and have very little relation to methods of teaching children. We do want good teachers of these subjects, of course, as of all others, but the particular emphasis on professionalization, in so far as it applies to many of these background subjects, will be taken care of by a corps of supervisors in the training school who are superior when it comes to that particular service.

Another president expresses his idea of the professional treatment of subject matter as follows:

I am still waiting for a definition of professionalized subject matter. I have heard a good deal of noise in this field and very little concrete wisdom. I believe that every department should, through certain courses, show how its materials should be used in the particular type of school for which it is preparing teachers. That the subject matter in many of the courses should be selected and twisted into so-called professional forms seems to me absurd. With the ever-changing curriculum in the public schools, and with no agreement as to what should be taught in many subjects it would take an educational contortionist in a teachers college to meet the situation in a particular state, to say nothing of the Nation.

Another writes:

I am so much opposed to so-called professionalization of subject matter that I have difficulty in speaking about it in moderation. If Dr. Bagley and two or three other master minds could do this piece of work, I could not object to it. For the rest of us it means dilution of subject matter. The men who recommend this thing have in mind the Bagleys of the country. The thing that has militated against the academic respectability of the teachers colleges has been the hocus pocus of half-baked teachers college instructors who really thought they could do it. It would have been far better for the whole situation if we would follow the lead of the liberal

arts colleges. . . . The liberal arts college is an old and academically respectable institution in America. It has worked out a body of material in the different academic subjects which should not be hastily and unthinkingly cast aside. Most of it, as in mathematics, history, the languages, etc., has at least the merit of being carefully organized. At this institution we teach the subjects which you name as they are taught in the University of Oklahoma or the University of Kansas or Harvard. Along side of this piece of work we maintain a Department of Education and a training school of which we are, we think, justly proud. It is the job of the department of education to give the professional courses in education. Our theory is that if the student cannot have both, for Heaven's sake give him the subject matter and forget about the method. . . . As a high school man for a dozen years I refused absolutely to take into my corps of instructors a product of the normal schools. They had method but did not have the content. What shall it profit a man if he knows how to practice medicine if he know not medicine?

Another writes:

The best teaching results if the attention of the instructor and the students is concentrated on the mastery of the thought or principle under consideration. To have the instructor divert his attention from this objective to an analysis of the teaching process is poor psychology because it tends to scatter rather than focus attention. To attempt two things at once always results in doing both badly. . . . To attempt to teach subject-matter and the method of teaching this subject matter to others destroys the unity of purpose so essential to good instruction.

There should be close coöperation between the training school and the college. The subject-matter teachers should observe how the students whom they have taught are getting along in their practice teaching, and should be on the alert to improve their own methods of teaching. But the less attention is paid to method in classes that are trying to assimilate subject-matter the better. Students should be well taught, they should learn something—as much as possible—about the being to be educated; and they should learn what the science of education has learned with reference to organization of school systems and desirable school procedures; then after they have learned these things, they should do some teaching themselves under the guidance and direction of expert teachers. This is sound educational procedure and may be guaranteed to be in possession of the field after the “professionalization of subject matter” will be remembered only as a peculiar theory proposed by sincere but misguided men.

It is apparent from the replies of the presidents that only a relatively small proportion of the subject matter has been professionalized. While there are a few who estimate the proportion of the subject matter as high as two-thirds of the total, most of the

presidents answer "from one-twentieth to one-fifth." Hill¹⁰ found comparatively little evidence of professional treatment of subject matter in the state teachers colleges of Missouri in 1926, and there is no reason to believe that there is a very marked gain in the proportion of material thus treated in the schools under consideration in the present study.

Teachers colleges are making an effort to carry on investigations to determine the teacher-training needs of the area they serve; but they have not listed many printed reports of such studies. Among the studies mentioned are: The Success and Failure of Teachers of English; The Number of Elementary, Upper Grammar Grade, and High School Teachers Needed Each Year; Efficiency of the Foreign Language Teachers in the High Schools; Rural Survey; Causes of the Failures of Graduates Who Did Not Succeed in Their Positions; Bureau of Measurements Has Tested the Achievement of Hundreds of Children in this Area; Survey of the Teacher Needs of This State; The Technique of Instruction in Correspondence Study Work; A Plan for Rating High School Graduates in a City High School; The Growth of Teachers in Service; The Administration of Broadcasting Stations of Educational Institutions; and many similar studies.

Every institution of learning is concerned with the question of how best to aid its graduates after they leave the institution. It is apparent from the replies of the presidents that the teachers colleges have made a good beginning in their efforts to determine what the institutions may do to assist their graduates in their chosen profession of teaching. But the efforts made are only the beginning of a work that should receive increasing attention from the teachers colleges. Among those efforts which promise to be of real service are: Conferences with County and City Superintendents to Ascertain What They Expect of Graduates of This Institution; Visits to the Classrooms of Graduates by Members of the College Staff; One Member of the Staff Has Spent All Her Time Assisting Rural Teachers; A Study of the Correlation Between the Grades Made in the College and the Success of Graduates; A Study of the Success of Graduates by the Secretary of

¹⁰ Hill, Clyde M., *A Decade of Progress in Teacher Training*, p. 126, Teachers College, Columbia University, Contributions to Education, 1926.

the Alumni Association; and many others having similar objectives.

One state teachers college located in a large midwestern city lists its efforts as follows:

We have come to the conclusion that training teachers to fit the needs of a community only perpetuates the overstandardized systems that are now smothering real education. We are, therefore, endeavoring to train teachers according to a philosophy of education and not according to the demands of the school systems in operation in this state.

We have made many studies of our internal problems. Our training school teachers have published six booklets on activity curricula. Committees of our faculty have made three studies on the problem of raising scholastic standards. We are now making an experimentation in a remedial method intended to save the high percentage of waste in our student body. We have made very careful studies of the marking and grading in connection with our grade point system, and we have made several studies of the causes for the high amount of elimination.

One state teachers college which trains teachers for the high schools as well as for the grades has a method of keeping a check upon the success or failure of its graduates through a questionnaire which is sent to all city and county superintendents under whom the graduates of the institution teach. The questionnaire is reproduced herewith.

Name of City.....

It is the purpose of this questionnaire to collect certain data in regard to teacher failures. If you will give us the information asked for below, we shall greatly appreciate it. The facts you give will be held in the strictest confidence.

1. Indicate the number of teachers who were dismissed or who were not recommended for re-election during 1927-1928:

	Total No. Teachers	No. Teachers Failing
High School		
Elementary School ..		

2. Please check the cause and the number of teachers failing:

Cause	Elementary	High School
Unable to discipline pupils		
Unsympathetic with pupils		
Poor preparation of lessons		
Lack of professional training		
No coöperation with other teachers		
No coöperation with Board and Superintendent..		
Does as little as possible to get by		
Lacks frankness		
Lacks general intelligence		
Uses poor social judgment		
Is fussy and sarcastic with patrons		
Has poor moral standards		
Does not know subject matter		
Lacks self-confidence		
Keeps late hours		
Lacks interest in playground Supervision.....		
Week-ends not given to community		
Other causes		

3. Of the teachers listed above as failures, please indicate the following information:

	No. Trained at Normal Schools or Teachers Colleges	No. Trained Elsewhere
High School		
Elementary School ..		
	No. Having Practice Teaching	No. With No Practice Teaching
High School		
Elementary School ..		

4. Do you have special supervision in (a) High School? _____
 (b) Elementary School? _____.

CHAPTER V

RETAINING COMPETENT MEMBERS OF THE STAFF IN THE SERVICE OF THE INSTITUTION

Every employer is concerned with the problem of retaining the services of competent employees. To this general rule institutions of learning are no exceptions. They are very largely what their staffs make them; for, in general, they are no better than the instruction given within their walls. These staffs consist of more or less highly trained specialists, who, within reasonable limits, become more valuable with length of service in the institution. To make the service in the institution attractive to the staff is, therefore, the desire of the administrator.

It is not here intended to imply that there should be no change of teachers from one institution to another. A reasonable amount of interchange of teachers between institutions of different types may be wholesome; but continuity of service is one of the great factors in giving stability to an institution of learning. Administrators have been conscious of this problem; they have sought and are seeking means for making the service in their institutions so attractive that desirable members of their staffs will be slow to leave their institutions for service in others. There are many factors in the problem of making service desirable. Among them are: adequate salary, security of position, a reasonable service load, academic freedom, opportunity to do research work for those interested in it, harmonious relations with colleagues, a voice in the determination of educational policies, freedom from attention to executive details of committee work, reduction of reports and clerical details to the minimum, the development of a feeling of loyalty to the institution and an attachment to its students, active participation in the affairs of the community in which the institution is located, and assurance that meritorious work will not go unnoticed but will receive due credit.

In order to ascertain what the teachers in these institutions think

of the relative importance of these factors, an expression of opinion was sought from teachers in every state teachers college in the country. In order to get teachers of all grades or ranks to participate, avoiding selection from one group only, the procedure given on page 9 of this study was followed, and 512 replies received.¹ The essential part of the letter sent to these teachers is herewith reproduced.

Below are some of the means that have been suggested for making the service more attractive to the members of a teachers college staff, and thus rendering it less likely that capable members of your faculty whom you wish to keep in the service of your institution will leave it. Please rate them in order of their importance, rating the most important 1, the next most important 2, and so on:

-1. Freeing members of the instructional staff from details of committee work.
-2. Securing continuity of service on a merit basis; that is, removing the fear of political or other outside interference.
-3. Establishing the principle of academic freedom; granting the largest measure of freedom to each member of the faculty in his department.
-4. Providing adequate salaries.
-5. Giving the faculty an opportunity to determine the large policies of the institution, organizing the faculty on a democratic basis.
-6. Giving the right sort of publicity to meritorious work done by any member of the faculty.
-7. Decreasing the teaching load to not more than that carried by teachers in our best universities; that is, no faculty member teaches more than 16 hours a week, and some who carry on research or other valuable work, less than 16 hours.
-8. Giving those who are interested in research an opportunity to do this type of work, and assisting them in securing the publication of the results of their researches.
-9. Developing a feeling of good fellowship and friendship among faculty members.
-10. Appealing to a sense of loyalty to the institution and the need of serving it.
-11. Reducing reports and other routine matters to a minimum.
-12. Developing an active interest in the community affairs of the city or town in which the college is located.

A tabular view of the evaluation as given by these teachers is presented in Table XXXIII.

¹ See Appendix D, page 95, for a list of the institutions from which two or more teachers replied.

TABLE XXXIII

RANK AND GRADE OF FACTORS IN MAKING SERVICE IN STATE TEACHERS COLLEGES DESIRABLE AS EVALUATED BY 512 TEACHERS IN STATE TEACHERS COLLEGES

Factor	Rank	Grade
Adequate salaries	1	2.37
Continuity of service; freedom from interference	2	3.72
Decreasing the teaching load	3	4.32
Establishing principle of academic freedom	4	4.75
Opportunity to do research work	5	6.24
Voice in determining educational policies	6	6.33
Giving publicity to meritorious work	7	6.74
Developing good fellowship in the faculty	8	6.85
Freedom from details of committee work	9	7.54
Reducing reports and clerical details to minimum	10	7.98
Appealing to loyalty to institution	11	8.36
Developing an active interest in community	12	9.20

Adequate salaries are ranked first by the answering teachers. It is not strange that this is the result when it is borne in mind that the salary which a position pays is always one of the chief factors in determining its degree of desirability. The rating given this factor by the teachers is even more reasonable in view of the fact that, according to all the available evidence, teachers college teachers have been sadly underpaid. Hamilton² found that in twenty-four of the best state teachers colleges the median salaries of professors fall far short of those of professors in the state universities and agricultural colleges located in the same states with these teachers colleges. The median maximum for teachers colleges he found to be \$3,683, the median minimum, \$2,450. For the colleges and universities, the median maximum for professors he found to be \$5,100, the median minimum, \$2,450. There is justification for the high rank that the teachers give to adequate salaries in the fact that, according to every investigation that has been made, the type of service they represent is underpaid.

Second in the list of factors is that of placing the positions on a merit basis. Every branch of the public service should be on this basis. School systems in which this principle is absent are

² Hamilton. F. R., *Fiscal Support of State Teachers College*, pp. 15-17, Teachers College, Columbia University, Contributions to Education, 1924.

everywhere inferior systems. There was a time when the faculties of normal schools and teachers colleges were subject to removal for political and other reasons. Many of the replies of the teachers would seem to indicate that much of this evil has been corrected, for the phrase frequently occurs, "We have this principle here," or "We do not have any problem of this kind"; but apart from the conditions that may exist, the thesis is tenable that continuity of service on a merit basis is of very great importance in attracting and retaining the services of competent instructors.

The third factor, reducing the teaching load to reasonable proportions, is of great significance. Until very recently (and in some cases even now), the teachers college instructional staff has been greatly overworked in comparison with the work done in the classroom by the instructional staffs of other institutions of learning. A fair wage and a reasonable working day are the concern of every wage earner in considering a position. In view of the fact that more work for less money has been expected of the instructional staff of the teachers colleges in the recent past, it is quite understandable that this factor looms large in the minds of the teachers answering.

Fourth is the principle that deals with the establishment of academic freedom. In strict historic truth it may be said that the liberal arts college inherited this principle; and the concern of teachers in this type of college has been merely to preserve an ancient and honorable prerogative. In so far as the principle exists in the teachers college it does so, not by inheritance, but by establishment as a result of a definite demand on the part of the faculty. Here, again, some of those answering have gone out of their way to say that this is not a problem in their schools, or that they have no reason to complain of the conditions that exist in their institutions, and that they are merely rating it high because they regard it an important principle. That it is an important factor in making a position desirable can hardly be denied; and there is probably as much reason for its establishment in a teachers college as there is in any other institution of higher learning.

Opportunity to do research work is ranked fifth. In view of the fact that all grades of teachers are represented in the answering group, many of whom have had little experience in research, this high rating of this factor is remarkable. It probably has its

high rank because so many teachers realize the comparative lack of original investigations in the teacher-training field. Many of these teachers see the need of research to ascertain how their particular institutions might better aid their students, or the need of investigations to determine what type of training that the institution gives has been most valuable, and many other forms of this valuable service. Owing to financial limitations these institutions have not been able to do anything like what should be done in these respects. Many of the teachers colleges have now reached a size, and have the budgets, which enable them to undertake this work seriously; and many of their teachers, but recently returned from research courses in graduate schools, are anxious to undertake investigations designed to make the service of their institutions more effective and more scientific.

A voice in the determination of educational policies is rated sixth. Many writers have criticized the normal school and its successor, the teachers college, for its alleged lack of democracy; and the information furnished by the presidents of these institutions discussed in another part of this study indicates that the faculties still lack some of the powers possessed by the faculties of the arts colleges. The teachers, however, have placed this factor midway in the list, rating it as being less important than the opportunity to do research work. This would seem to imply that the problem of faculty control of educational policies is not an acute one in the state teachers colleges.

Giving the right sort of publicity to meritorious work is rated seventh. To give credit to whom it is due is important in keeping up the morale of any group of workers who are coöperatively engaged in a task of large proportions.

Developing a feeling of good fellowship among the members of the faculty is rated eighth. It, like the foregoing, deals with the morale of the group. To work in harmony with one's colleagues, to work in an atmosphere of friendship, is highly desirable, and, what is more, it is very necessary to secure the coöperative point of view needed in preparing young people to teach others.

Freeing members of the faculty from executive details of committee work rated ninth in order. The comparatively low rating is somewhat surprising in view of the fact that teachers colleges, because financial limitations make it difficult to supply adequate administrative staffs and clerical assistance, have placed rather

heavy burdens in executive detail upon their instructional staffs. It is possible that many of these institutions have succeeded in reducing this type of extra activities to a point where it is no longer a burden.

Tenth in order is reducing reports and routine details. The low rating given this factor is probably due to the fact that teachers colleges have not generally asked for more than a minimum of reports from their instructional staffs. The prevailing practice is to ask for a report of the marks made by each student at the end of the term or semester, and for special reports only when they are urgently needed. Thus this whole matter is not burdensome to the instructional staff, and hence a low rating has been assigned it.

Appealing to a sense of loyalty to the institution and the need of serving it is ranked as eleventh. Perhaps this rank, so near the foot of the list, is due to a feeling expressed by one of the ablest teachers in one of the best-known teacher-training institutions in the South. This teacher was asked to rate these qualities, though he is not employed in a state teachers college. He placed this topic last in the list and added,

To appeal to a sense of loyalty for an institution is to take advantage of the members of the faculty. No president should appeal to the loyalty of a faculty member to remain when he would profit personally from changing. I believe in loyalty, too; but this is the wrong use to make of it.

Last in the list is developing an active interest in the affairs of the community in which the institution is located. Teachers do not consider this unimportant. Several notations to that effect were made in the replies submitted of which the following quotation is characteristic:

It is unfortunate for faculty members to consider themselves as being quite apart from the communities in which they live. Personally, I have found it best to live in every community in which I have worked as though I expected to remain there the rest of my life.

It is due to the more intimate relation of the other factors with the work of the teachers, rather than a low estimate of this one, that caused it to be rated twelfth.

RATING THE SAME FACTORS BY A CONTROL GROUP

In order to determine whether or not there would be material differences in the ratings assigned to these factors by a group of

experienced teachers, all of whom had taught in universities, liberal arts colleges, or teachers colleges, and are now engaged in advanced graduate study at Teachers College, Columbia University, fifty-eight students were selected from a class in college administration and from a seminar group in professional education of teachers. Forty-seven of these students now hold positions in colleges or universities and are on leaves of absence, the remainder of the number have all had experience in teaching in colleges or universities, but are not at present employed. The ratings assigned by this group show a high correlation with those assigned by members of the teachers college staffs. The list of institutions thus represented is given in Appendix E.

The grade and rank assigned to these factors by this group are given in Table XXXIV.

TABLE XXXIV

GRADE AND RANK OF FACTORS IN MAKING SERVICE IN THE STATE TEACHERS COLLEGES DESIRABLE AS RATED BY ADVANCED STUDENTS IN TEACHERS COLLEGES WHO HAD TAUGHT IN COLLEGES

Factor	Rank	Grade
Adequate salaries	1	1.93
Continuity of service on a merit basis	2	3.43
Academic freedom	3	4.42
Decreasing the teaching load	4	4.63
Determining educational policies	5	5.39
Opportunity for research	6	5.81
Giving publicity to meritorious work	7	6.61
Developing good fellowship among faculty	8	7.21
Freedom from executive details of committee work	9	8.87
Reducing routine and clerical details	10	9.82
Appealing to sense of loyalty to institution	11	10.08
Active interest in community affairs	12	10.17

RATING THE SAME FACTORS BY PRESIDENTS

These factors were also submitted to the presidents of state teachers colleges for their evaluation given in Table XXXV.

TABLE XXXV

RATING OF FACTORS OF DESIRABILITY OF SERVICE IN TEACHERS COLLEGES, AS
GIVEN BY THE PRESIDENTS OF STATE TEACHERS COLLEGES

	Rank	Grade
Adequate salaries	1	1.90
Continuity of service	2	3.38
Decreasing the teaching load	3	5.00
Developing a feeling of good fellowship	4	5.05
Establishing the principle of academic freedom	5	5.37
Publicity for meritorious work	6	6.02
Faculty determination of educational policies	7	7.52
Appealing to a sense of loyalty	8	7.98
Freedom from executive details	9	8.04
Giving opportunity for research	10	8.12
Reducing reports and routine duties	11	8.23
Active interest in affairs of community	12	9.79

Presidents agree with their teachers as to the relative importance of the first three factors—adequate salaries, continuity of service, and decreasing the teaching load—both groups placing these first in the order named. They also agree in placing freedom from the executive details of committee work ninth, and active interest in the affairs of the community twelfth. There is an approximation of agreement with reference to the other factors of desirability of service with two exceptions: the high place presidents assign to the development of a feeling of good fellowship among the members of the faculty, and the low place they assign to the opportunity for research work. A possible explanation for the high rank given the former may be found in the fact that presidents are keenly aware of the necessity for harmony and good feeling in the faculty; for if there is a serious lack in this respect, the president is often called upon to take cognizance of the condition that exists, and it falls to his lot to act as a harmonizer. Moreover, their practical experience has taught the presidents that no faculty can do good work when there is a lack of good fellowship among its members. The low rating assigned to opportunity for research by the presidents may lie in part in the feeling that the prime duty of the faculty is to give instruction, and that research is relatively unimportant compared

with this great first duty. It may also lie, in part, in the fact that the teachers, many of whom are recently returned from graduate work in universities and carried away with its importance, have given a rather high rating to it.

A comparison of ratings by all three groups is given in Table XXXVI.

TABLE XXXVI
COMPARATIVE RATINGS OF FACTORS OF DESIRABILITY

	Rank			Grade		
	T	Sp. S	P	T	Sp. S	P
Adequate salaries	1	1	1	2.37	1.93	1.90
Continuity of service	2	2	2	3.72	3.43	3.38
Decreasing the teaching load	3	4	3	4.32	4.63	5.00
Academic freedom	4	3	5	4.75	4.42	5.37
Opportunity for research	5	6	10	6.24	5.81	8.12
Determining educational policies	6	5	7	6.33	5.39	7.52
Publicity to merit	7	7	6	6.74	6.61	6.02
Good fellowship	8	8	4	6.85	7.21	5.05
Freedom from details of committee work	9	9	9	7.54	8.87	8.04
Reducing clerical details.....	10	10	11	7.98	9.82	8.23
Appealing to loyalty to institution ..	11	11	8	8.36	10.08	7.98
Active interest in community affairs .	12	12	12	9.20	10.17	9.79

CHAPTER VI

GENERAL SUMMARY OF FINDINGS AND CONCLUSIONS

1. Presidents of the state teachers colleges employ a variety of procedures in seeking desirable members for their staffs. Not only does the procedure vary as between the various institutions, but it may also vary within any given institution. If the vacancy occurs and there is no need for haste in filling it, the campaign to find the individual who will fit the needs of the institution is often carefully planned; if, on the other hand, the position must be filled almost immediately, the president or the head of the department, or both, use their best judgment in securing a teacher, relying on such information concerning the candidate as is readily available. In a majority of the institutions the president and the head of the department confer and reach an agreement. While a minority of the presidents specifically state that the responsibility is theirs, and leave the impression that conferences with heads of departments or recommendations of the latter are for advisory purposes only, the president, in the last analysis, selecting whomever he believes best qualified, it is certain that in almost every instance, except in emergencies, the heads of the departments or the entire departmental groups are consulted either in conference or through their recommendations of the candidates they deem best suited to their work. In no case does the faculty as a whole pass on the desirability of any candidate proposed.

2. The professional and personal qualities or characteristics most desired are: a fair degree of scholarship together with skill as an instructor; experience in teaching, though this need not be in a position similar to the one which is to be filled: sincerity, loyalty, enthusiasm, and sympathy; ability to represent the institution at public gatherings; and ethical discrimination and good manners.

3. Those teachers whom the presidents of the state teachers colleges consider outstanding among the members of their faculties

vary widely in education, experience, length of service in their respective institutions, and in age. It is exceedingly difficult to make any general statement with reference to this group, since the exceptions are likely to be more numerous than those that conform to the generalization stated. Allowing for many individual exceptions the following generalizations are justifiable:

(1) More of these teachers obtained their undergraduate training in liberal arts colleges and state universities than in any other type of institution, the normal school and teachers college group ranking next in number.

(2) Experience in teaching in the rural schools is mentioned approximately twice as often as any other type of teaching experience, while almost every type of educational work is represented in the experience in the group. High school principalships, city superintendencies, superintendencies of village schools, teaching positions in liberal arts colleges, and teaching positions in state universities follow in number in the order named.

(3) Over 57 per cent of the group were reared in the country, nearly 24 per cent in villages, and 19 per cent in urban communities.

(4) Over 44 per cent of this group are the children of farmers, nearly 9 per cent are the children of merchants, 18 other occupations are represented, no one of them with more than 5 per cent of the total number.

(5) This group of outstanding teachers varies in experience from no experience before the present year to 39 years; average teaching experience is 10.46 years, median number of years of experience 10.18. Median length of service in the institutions in which they are now employed is 8.18 years.

(6) Salaries range from \$2,000 to \$6,000, the average being \$3,529; median, \$3,506.94.

(7) Two factors account most frequently for the success of this group: scholarship and skill in giving instruction.

(8) In age this group varies from 25 to 72 years, with a median age of 43.32 years, average 43.79.

4. Twenty-seven of the institutions grant leaves of absence with pay, twenty-eight do not do so. In general, the teacher must serve six years to be entitled to such leave, although eight of the institutions require seven years of service. Sixteen of the institutions give half pay during the period of the leave of absence, eight of them full pay, three have arrangements whereby a part

of the teacher's salary is paid, the fraction to be paid varying with the circumstances.

5. All of the state teachers colleges included in this study grant leaves of absence without pay; and all of them encourage this type of leave. Twenty of the institutions agree to raise the salary of the teacher upon return from his leave; others seek to make such increase possible, though they do not definitely promise to do so; and where this is impossible, the increased effectiveness of the teacher is pointed out to him as an inducement. The total number of individuals away on leave of absence for graduate study this year, including those who receive pay and those who do not, is 186. This is approximately 5.5 per cent of the total number employed in all of the institutions reporting. A few of the institutions did not give the number of those who are away on leave of absence this year, though it is certain that some members of their staffs are away. Therefore, the actual percentage is probably considerably larger than that stated above. The total number away on leaves of absence during the last three years is 331.

6. Every institution reporting encourages leaves of absence during the summer sessions, the encouragement being similar in character to that indicated under 5 above. Forty-eight of the institutions reported on this item that the number away last summer as given by the colleges reporting was 143.

7. All but four of the institutions report that 100 per cent of those who have been granted leaves of absence for graduate study have returned better teachers than they were before the leave was granted. Of the remaining institutions, two reported that 90 per cent had been benefited, one that 85 per cent had been benefited, and one that 50 per cent had been benefited. Reasons given for saying that teachers had been benefited are: "better scholarship," "broader scholarship," "more progressive ideas," "more materials, new outlook, new interests," "better comprehension of the job," "better morale," "better able to get the confidence of students," "a new insight and enthusiasm," "increased efficiency," and similar reasons.

8. In only one institution does the faculty initiate all educational policies, in twenty-five it initiates most of these policies, in ten it very rarely initiates any of the policies, and in twelve it is the president's duty to initiate these policies. The replies are nearly unanimous in indicating that the boards of regents do

not initiate policies except on recommendation of the presidents. Only four institutions report that boards of regents initiate without such recommendation.

9. In twenty-five of the institutions the faculties are sometimes called upon to pass upon administrative policies; but only three report that this is the general rule for all such policies. In all but nine of the institutions the action of the faculty is subject to the veto power of the president; and with only two exceptions the veto of the president is final. Twenty-four of the institutions consider the determination of administrative policies the duty of the president, and apparently the staffs of these institutions do not concern themselves with such policies. There is no evidence that there is any considerable demand for a voice in the determination of administrative policies on the part of the faculty of any institution in this study.

10. Forty-three institutions consider all members of the staff on a plane of equality in faculty meetings; twelve report that only those of professorial rank have the right to vote, and one that only heads of departments have that privilege. In two institutions the members of the training school staff are not given the same privileges in faculty meetings that are granted to other members of the staff. Thirty-two institutions report no feeling that the training school staff is inferior; eleven report that there is such feeling; eleven do not specifically answer this question.

11. Twenty institutions report that heads of departments systematically visit all classes in their respective departments; seventeen state that such visits are of very rare occurrence. Ten of the institutions have an officer entitled dean of instruction or director of instruction who devotes from 25 to 100 per cent of his time to the improvement of instruction. In most cases this position has been created recently, yet three presidents see that it has effected a marked improvement in the quality of instruction offered by the institution, and seven other presidents see an appreciable improvement in instruction as a result of the dean's efforts.

12. Presidents can devote only a very small portion of their time to the improvement of instruction. Only one devotes as much as 50 per cent of his time to it, six, 33 per cent, six, 25 per cent, one, 20 per cent, two, 5 per cent, and the rest none at all or practically none at all. Presidents are occupied with administrative duties, very largely, and rely for improvement of instruc-

tion upon the dean of instruction, the heads of departments, or the individual professors and instructors. All of them report conferences with members of their instructional staffs, discussion of the problems of instruction in group or faculty meetings, and reports from members of the instructional staffs. One president points out that his institution conducts instruction on a university level and gives the greatest individual freedom to its instructional staff while holding each member of it accountable for good work. One asserts that a college teacher should not be supervised; one institution reports that grades given by instructors are systematically plotted and graphed; another, that examinations given each term are sent to the president; curriculum studies and similar devices are relied upon to improve the quality of instruction. It is apparent that most presidents are administrative officers rather than educational leaders.

13. Systematic visits of classes on the part of members of the instructional staff are the exception rather than the rule, and this applies to members working within a given department as well as to members working in different departments. Thirteen institutions report that members of an instructional group are required to explain and justify their materials and methods to other members of the same group; seven require such explanation to members of other groups as well; twelve require that this explanation be given at faculty meetings; fourteen require that it be given to members of cognate departments; eight require that it be given to the dean of instruction; and twenty-eight require that it be given to the president.

14. Thirty-four institutions require members of each departmental group to work out its curriculum problems coöperatively; twenty-one report that in reality the heads of the departmental groups perform this function; in twenty-three of the institutions the president appoints the curriculum committees; in the remaining institutions some other method of appointment is pursued; all departments are represented on the curriculum committee in sixteen institutions; in twelve only the largest or more important departments are so represented; in fourteen institutions the committee is chosen for its ability without regard to the departments that may be represented. The training school is represented on the curriculum committee in thirty-two institutions. The number of members of this committee varies from five to twenty-seven,

while two institutions report that the entire faculties are considered committees on curriculum construction. The study of the curriculum is carried on as a continuous process in thirty-two institutions. Thirteen report that it is undertaken at irregular intervals, and four, that it is rarely undertaken when ordered by the board of regents or the president.

15. Three states report state-wide conferences of the members of the staffs of the teacher-training institutions for the purpose of studying the curriculum as a whole from the standpoint of the teacher-training needs of the entire state. These conferences are held semiannually. They are relatively a new undertaking, and it is too early to state definitely just what results they will achieve; however, twenty-six presidents express themselves as favoring such conferences, while one thinks they would do more harm than good, and another suggests that they might do good if there were not too much standardizing as a result.

16. All but twelve of the institutions reporting state that studies have been conducted in the recent past or are at present under way to determine how the institution can best serve the needs of its students. Studies of the success of graduates, how to improve teachers in-service, investigations to determine the value of the observation and participation in teaching in the new training school, kinds of positions in which the graduates have succeeded best and in which they have been least successful, questionnaires to all the graduates of the school in an effort to determine which of the courses taught proved most valuable to them after they began their work as teachers—these are the studies most frequently reported.

17. Eight institutions report that their faculty members frequently visit other teacher-training institutions in order to get new ideas as to methods and materials of instruction; thirty-seven report this is done infrequently; two report that this almost never happens.

18. Members of teachers college faculties attend many professional meetings: 145 attended the summer meetings of the N.E.A.; 141 attended the mid-winter meetings of the N.E.A.; 88 attended the American Association of Teachers Colleges; and teachers from one or more teachers colleges were present at almost every professional meeting educators held in the country last year. Eighteen institutions report that 100 per cent of the staffs attended the state

education association meetings; six report an attendance of 90 per cent; three, 98 per cent; three, 85 per cent; four, 80 per cent; two, 75 per cent; two, 60 per cent. The remaining institutions varied in attendance of the state meetings, ranging from 10 to 40 per cent. Members of the teachers college staff also participated rather largely in the general and departmental programs of the state education associations. Presidents report that 263 members of their staffs had places on these programs.

19. The relationship of the training school to the college is an important matter in a teaching-training institution. Many procedures are employed to promote the intimacy of this relationship: frequent conferences are held between teachers of the professional courses and the training school staff; the director of the training school is made the coördinator of instruction; some members of the college staff supervise the work taught in their departments in the training school; faculty meetings are held in which both staffs participate; teachers of training school also teach methods courses in the college. These and many other plans are used to coördinate the work of the two staffs. One institution states that the training school dominates the work of the entire college, while another reports that the two are kept separate, thus illustrating two divergent philosophies with reference to the purpose and functions of the training school, with the majority of the institutions inclining to the first view stated.

20. In naming the departments of the college which are in closest contact with the training school, the department of education is named most frequently; each institution names several departments, and a consideration of all of these shows that every department is named several times. The conclusion is inevitable that the coöperation depends upon the training and the educational philosophy of the people who teach in the college rather than on any characteristics of the subject matter inherent in the courses offered. Courses in education lend themselves most readily to a coöperation with the work of the training school.

21. Ten of the institutions state that daily reports are received by the members of the college staff with reference to the progress of their students who are participating in the work of teaching in the training school; seventeen, that occasional but systematic reports are thus received; twenty-nine, that members of the college staff give systematic help to their students who teach in the train-

ing school; twenty-two, that members of the college staff keep themselves informed as to the progress of their students in participation through observations of their work in the training school; eleven, that such observation is infrequent; thirty report frequent conferences between members of the instructional staff of the college and the staff of training school; four report that there is no systematic effort to integrate the work of the two institutions; and three state that they consider this integration unnecessary.

22. Twenty-two institutions report that 183 members of their college staffs teach classes in the training schools also; two state that one-half of their entire staffs teach such classes; and two report that 25 per cent of their staffs do this; some of the institutions fail to answer this question. It is probable that from 10 to 15 per cent of the entire number employed in the college staffs of the state teachers colleges also teach classes in the training schools.

23. Twenty-four institutions report that members of the training school staffs also teach classes in the college proper, the classes thus taught being almost entirely confined to the departments of education and psychology, although classes in modern languages, social science, English, French, home economics, industrial arts, and mathematics are mentioned.

24. A majority of the institutions report that members of the college staffs are making some effort to assist the training school in its work. Among the illustrations of how this assistance is given are: curriculum studies; aid in the organization of large units of study; organization of the materials of instruction in the grades and in the high school; tests, educational and diagnostic; the science department assists in the health education program; the language, mathematics, and geography departments are named by two institutions as having given assistance in working out the course of study in these departments in their training schools.

25. It is evident from the replies of the presidents that there has been relatively little progress in the direction of professional treatment of subject matter. The frequency with which such statements as this occur, "from 90 to 95 per cent of the matter is not professionalized," indicates this very clearly.

Thirty-three presidents think that subject-matter courses should be professionalized; twenty-one do not think so; among those who do not think so are some who have charge of the largest state teachers colleges of the country.

26. Among the investigations which the teachers colleges are carrying on to determine the effectiveness of their work are: studies of the teacher-training needs of the area served by the institution; subjects which have been of most assistance to the graduates of the school after they have begun the work of teaching; studies of the reasons for teacher failure in the public schools; efforts to determine what types of observation and participation in the training school are most effective in teacher training; questionnaires to all members of the alumni asking for suggestions which may help to improve the work of the teachers college; questionnaires to all city and county superintendents to ascertain what they desire of the graduates of the institution; conferences with school officials in the area served to ascertain from them the degree of success or failure of graduates of the institution.

27. While many of the institutions report research studies in progress or completed, it is fairly evident from the replies of the teachers colleges that they have not been able to devote much of their time and effort to original investigations. Thirty-two of the institutions report one or more investigations which have been undertaken or completed.

28. The 55 presidents and 512 members of their faculties who evaluated various factors which make service in the state teachers college attractive to teachers are substantially in accord that the following are most effective: adequate salaries, continuity and security of service, decreasing the teaching load, and establishing the principle of academic freedom.

CHAPTER VII

RECOMMENDATIONS

1. Education is a rapidly developing science, and the training of teachers an art requiring scholarship, insight into human nature, and technical skill. It is as necessary to be a constant student in this field as in any profession that comes to mind. Speaking generally, though allowing for exceptions, the instructional staff of the teachers college is overworked; the number of students for which each instructor is responsible, the number of hours spent in the classroom daily, and the number of weeks in the school year, all are larger than in other institutions of collegiate grade. Under these circumstances it is difficult for even the most energetic and professionally alert teachers in the teachers colleges to keep fully abreast of progress in education. In view of these facts it is evident that sabbatical leaves of absence with pay should become general in these institutions, and those presidents who are not able to grant such leaves should not cease in their efforts to secure the principle of the sabbatical leave for their institutions. The practical unanimity with which the presidents assert that all who were granted such leaves of absence were made more valuable to the teachers colleges thereby is sufficient reason for urging the establishment of this principle.

2. In many state teachers colleges the instructional staff works too many weeks in the year. No one should be required to teach more than forty-two weeks in any year, and this period of teaching service should, if possible, be reduced to thirty-six weeks. If, for the present, some teachers must remain on duty in their classrooms for the longer period named, they should be paid additional salaries for the summer sessions; and in no case should they be permitted to teach more than two summers in every three years. The quality of the instruction given in its classrooms and laboratories is the chief concern of the teachers college; and this quality cannot be the best if teachers do not have an opportunity to carry on additional study and investigation each year.

3. Salaries are still too low in the teachers colleges to attract and retain the best teaching talent, though some of these institutions have made notable progress in their efforts to make the rewards which service in their classrooms offer commensurate with the demands of that service. It is significant that presidents, faculty members, and graduate students, who were asked to evaluate the factors which tend to make service in the state teachers college desirable, rated adequate salaries as first in importance. Even more significant is the fact that according to the presidents' estimate their best teachers are now receiving salaries decidedly lower in the majority of these institutions than the presidents consider adequate. To attract the best teaching talent in the country, the salaries in the state teachers colleges must be revised upward until they equal those in the better colleges and universities offering training in professional fields. Salaries in the state teachers colleges should equal the salaries paid in schools of education in state universities.

4. There is no evidence of dissatisfaction with the administrative organization of the state teachers colleges, so far as can be discovered from the replies of the 512 faculty members chosen at random from all of the state teachers colleges in the various states. It appears, however, that these faculties have less influence in shaping the educational policies of their institutions than they should have. Neither the president alone nor the president with a committee of the faculty is wiser than the entire faculty, the president and the committee included. Educational policies should be determined by the collective judgment of the entire faculty. Policies thus determined will be less subject to the influence of personal peculiarities, and more nearly in accord with the best thought of the entire profession. Moreover, an active participation in the initiation and determination of educational policies is in itself a potent factor in promoting the in-service growth of the staff. Administrative policies should not be determined by the entire staff. The best interests of the institution probably will be served by leaving these policies in the hands of the administrative officers.

5. Faculty meetings should be democratic in their nature and professional in their aim. Every member of the faculty should have the right to participate freely in the discussions and to cast a vote on matters that are to be determined by ballot. Members of the training school staff should have the same status in these meetings as the member of the college staff, with the under-

standing that neither staff be called upon to determine matters pertaining solely to the other. In view of the importance of observation, participation, and practice teaching in teachers colleges, it is recommended that equal training and experience be required for both staffs and equal rank and salary accorded to each. The application of this principle will attract the best teaching talent to the training school and will do much to dignify this institution.

6. Because of the multiplicity of administrative duties devolving on the presidents, they are able to devote only a very small part of their time to the improvement of instruction in their institutions. While the president will always remain the chief administrative officer of the teachers college and the greater portion of his time and energy will continue to be devoted to administration, it is recommended that he become in an increasing degree the professional leader of his faculty. Some of the presidents at present are not only skillful administrators but also professional leaders. They have found ways of delegating administrative routine to assistants and clerks, thus giving themselves time and opportunity to remain in intimate relationship with the materials and methods employed in all the departments of the institution. This should become the general practice in state teachers colleges.

7. Members of the instructional staffs in teachers colleges should be encouraged to visit classes taught by other members of their departmental groups and by members of other departmental groups as well. These visits should be a matter of almost daily occurrence. In informal conferences each member of the staff should explain the reason for the more important topics that he teaches and what he hopes to accomplish by teaching them. Conferences of departmental groups for the purpose of unifying and integrating their courses, and occasional conferences of the entire staff of the college for the purpose of unifying the offerings of the institution, will do much to secure unity of purpose and thus to promote the progress of the students receiving instruction in the institution.

8. The curricula of the teachers colleges should be the result of the coöperative effort of the entire faculty. Every course offered by the college and all the major topics in each course should have the thoughtful consideration of the entire instructional staff of the institution. Curriculum revision is a continuous process. It is a subject that should have the constant attention of the teachers

college. Like a living body, the curriculum begins to die when it ceases to grow. The constructive study of the curriculum, the development of integrated courses of instruction in accord with sound criteria, the study of the results achieved through these courses, these activities furnish the very best stimuli for the in-service growth of the teaching staff. Three of the states hold annual or semiannual conferences of the faculties of all the state teachers colleges for the purpose of considering their curriculum problems from the viewpoint of the teacher-training needs of the whole state. These conferences are apparently having a valuable influence in integrating the work of the various institutions and in promoting the professional growth of all who participate. The coöperative study of the curriculum and state-wide conferences of the type mentioned are strongly recommended.

9. Whether or not the subject matter taught in the various courses of the state teachers college should be professionalized is a question that cannot be definitely answered in the light of present information. As yet the question is debated largely upon theoretical grounds, and neither side of the controversy can be said to have proved its case. Only controlled experiment involving large numbers of teachers through an extended period can supply the answer to the question. Presidents and their faculties should give this matter thoughtful consideration and lend such assistance as they may be able to give toward securing an objective answer to the question of whether or not the professionalized treatment of subject matter better trains for efficient service in the public schools than the procedure at present followed by a majority of the institutions that train teachers.

10. Many of the state teachers colleges are conducting valuable investigations to determine the effectiveness of their efforts in training teachers, the needs of the areas which their institutions serve, the best manner in which they can render service to their students after their graduation, and the like. The replies of the presidents, however, indicate that only a beginning has been made in these respects. The conclusion is justified that teachers colleges have not developed their research departments as they should be developed. It is not here suggested that all, or even a majority, of the teachers in these institutions should devote their time and efforts to research; but it is suggested that some such studies

should be carried on by every teachers college. It would be difficult to find a single institution of this type which does not have on its staff one or more members who have the training and experience requisite for conducting investigations of this character and who would gladly do so if their other duties were decreased sufficiently to make possible this service on their part. Productive scholarship should be encouraged and assistance should be given in the publication of the fruits of research. This policy would result not only in better instruction within the college but also in greater respect for it.

11. In common with other institutions of learning, the teachers college is concerned with the problem of retaining competent members of its faculty in its service for relatively long periods. This can be attained in part by securing continuity of service on the merit basis, establishing the principle of academic freedom, and decreasing the teaching load to a degree comparable to that which prevails in other colleges and in universities. The establishment of these principles would greatly increase the desirability of positions in state teachers colleges and would have a positive influence in attracting thoroughly trained, professionally minded teachers to seek such positions, not as stepping stones to other positions, but as fields for their entire professional careers.

12. There should be thoroughgoing integration of the work of the training school or schools with that of the college. The comparative separation which exists between these two component parts of the same institution in some of the state teachers colleges is hardly consistent with the idea of a unified and an integrated effort to train teachers for the public schools.

FURTHER STUDIES NEEDED

1. There should be a series of controlled experiments, carried out by many of the state teachers colleges, to determine the relative efficiency of integrating the work of the training school and college as compared with teaching content in the college and classroom procedure in the training school.

2. There is need of extended experimentation and research to determine whether or not professional treatment of the subject matter in a teacher-training institution results in better teachers for the public schools than does the liberal arts type of treatment.

APPENDIX A

STATE TEACHERS COLLEGES FROM WHICH DETAILED INFORMATION WAS RECEIVED FOR THE PURPOSE OF THIS STUDY

Flagstaff, Arizona	Peru, Nebraska
Santa Barbara, California	Wayne, Nebraska
Fresno, California	Silver City, New Mexico
Greeley, Colorado	Albany, New York
Cedar Falls, Iowa	Buffalo, New York
Carbondale, Illinois	Mayville, North Dakota
De Kalb, Illinois	Greenville, North Carolina
Macomb, Illinois	East Stroudsburg, Pennsylvania
Normal, Illinois	Lock Haven, Pennsylvania
Muncie, Indiana	Shippensburg, Pennsylvania
Terre Haute, Indiana	West Chester, Pennsylvania
Emporia, Kansas	Providence, Rhode Island
Hays, Kansas	Aberdeen, South Dakota
Richmond, Kentucky	Madison, South Dakota
Natchitoches, Louisiana	Johnson City, Tennessee
Bridgewater, Massachusetts	Commerce, Texas
Salem, Massachusetts	Denton, Texas
Worcester, Massachusetts	San Marcos, Texas
Mount Pleasant, Michigan	Fredericksburg, Virginia
Kalamazoo, Michigan	Athens, West Virginia
Ypsilanti, Michigan	Marshall College, Huntington, West Virginia
Cape Girardeau, Missouri	Milwaukee, Wisconsin
Springfield, Missouri	Whitewater, Wisconsin
Warrensburg, Missouri	Ada, Oklahoma
Mankato, Minnesota	Edmond, Oklahoma
St. Cloud, Minnesota	Durant, Oklahoma
Winona, Minnesota	Alva, Oklahoma
Chadron, Nebraska	Tahlequah, Oklahoma
Kearney, Nebraska	

APPENDIX B

IN-SERVICE IMPROVEMENT OF THE STATE TEACHERS COLLEGE FACULTY

A STUDY ENDORSED BY THE

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

To the Presidents of State Teachers Colleges:

At the last meeting of the American Association of Teachers Colleges this study was endorsed by the Association at the request of its Committee on Standards and Surveys. If each president in the Association will be so good as to answer the questions asked, the study should prove valuable not only to teachers colleges but also to students of education, generally.

Those who are in charge of the present study realize that presidents of teachers colleges are very busy men, and regret the necessity of asking for assistance from men whose time is very valuable; but some of the questions can be answered only by the presidents; hence the necessity arises for appealing to them. All the questions can be answered in less than an hour. In addition to this larger service which the presidents are asked to render in person, it is also requested that the privilege of asking five members of the faculty of each teachers college to answer the questions in Part III of the study be granted to those in charge of this survey. Separate leaflets with the questions in Part III will be sent to these faculty members direct.

All information given by presidents or teachers will be treated in a manner wholly impersonal in order that there may be no possibility of interpreting any of the answers as implying a criticism of any institution or individual. The results of the study will be published as soon as possible, and a digest sent to all the institutions coöperating.

Please fill out and return to A. Linscheid, 509 West 121st Street, New York City. If you will do so, this action on your part will be considered a very great favor. For your convenience, a stamped, addressed envelope is enclosed.

Name of Teachers College.....
Location of Teachers College.....
Signature of President Answering.....

IMPROVING THE FACULTY OF THE STATE TEACHERS COLLEGE

Many of the questions which follow may be answered by "yes" or "no." Whenever this is the case, please fill the blank that can be thus answered with a plus sign (+) to indicate "yes" or a zero (o) to indicate "no."

I.

The addition of new members of the faculty when vacancies occur or when departmental staffs are to be enlarged.

1. Initiative in securing desirable members of the faculty.

-a. Does the department in which the new member is to work recommend a candidate?
-b. Is there a conference of the president and the departmental staff concerned, at which conference a desirable candidate is suggested or selected?
-c. Does the head of the department concerned recommend several suitable candidates from whom the president selects one?
-d. Is the initiative in finding and selecting a suitable person largely with the president, while at the same time the departmental group in which the new member is to work passes on his desirability?
-e. Is the whole matter of selecting new members of the faculty entirely in the hands of the president?
-f. If some other method is used, please state it.....
.....
.....

2. Faculty vote on proposed additions to the faculty.

-a. After a suitable person has been found, does the whole faculty pass on the question of the desirability of that person?
.....(1) If this is the case, what is the procedure?.....
.....
-b. Do members of the departmental groups most closely related to the department in which the new member is to work have any voice in passing on the desirability of the candidate proposed?
.....(1) If so, what is the procedure?.....
.....

3. In trying to secure desirable faculty members do you

-a. Seek the services of graduate schools or graduate departments of universities?
.....(1) If so, do you enlist the employment or placement bureaus of such institutions of higher learning?
.....(2) Do you enlist the services of the departmental staffs in such institutions or the heads of such staffs?
-b. Do you seek the services of some one employed in public school work?
-c. Do you try to find some one who is teaching in a teachers college?
-d. Do you seek to secure desirable candidates through commercial teachers agencies?

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4. Characteristics sought

Below are some characteristics considered essential in a teacher. Under each of the groups a, b, c, d, and e rate the one you consider most important 1, the next most important 2, and so on.

a. Experience

-(1) Wide experience in teaching, not necessarily in a position similar to the one you desire to fill.
-(2) Experience in a position similar to the one you desire to fill but this experience less successful than that indicated under (1) above.
-(3) Marked success in a position in which executive or administrative ability and initiative rather than teaching ability were required.
-(4) Experience as teacher in the public schools.

b. Scholarship

-(1) Scholarship as evidenced by the possession of a Ph.D. degree.
-(2) Rather ordinary or average scholarship but possessed of strong personality.
-(3) Wide and comprehensive scholarship without marked research ability.
-(4) Productive scholarship as evidenced by the publication of professional books, articles, or reports of investigations.
-(5) Fair degree of scholarship coupled with expert skill in giving instruction.

c. Personality

- | | |
|-----------------------------------|----------------------|
|(1) Good personal appearance |(6) Loyalty |
|(2) Vitality |(7) Consistency |
|(3) Optimism |(8) Honesty |
|(4) Sincerity |(9) Frankness |
|(5) Enthusiasm |(10) Sympathy |

d. Social qualities

-(1) Good fellowship.
-(2) Leadership in civic or community affairs as evidenced by membership in civic clubs, commercial clubs, and participation in civic affairs.
-(3) Leadership in social affairs as evidenced by active participation in affairs purely social, membership in social clubs, etc.
-(4) Leadership in religious affairs; active work in church, Sunday school, and other religious organizations.
-(5) Ability to represent your institution creditably in public gatherings through ability as a public speaker, organizing ability, etc.

e. Culture

-(1) Extensive travel
-(2) Refinement of manners
-(3) Fine sense of ethical propriety
-(4) Ability in music, art, or literature; connoisseur in matters of taste.

5. Characteristics of some outstanding members of the faculty.

It is desired to get some information concerning outstanding members of teachers college faculties and to tabulate the characteristics or qualities of these members of faculties who have made an eminent success in teachers colleges. Please read through the items in this section; then complete the table that follows thereafter:

a. Highest degree held

- (1) Bachelor's
- (2) Master's
- (3) Doctor of Philosophy
- (4) Normal school diploma (approximately 60 semester hours of work)
- (5) No degree or diploma of any kind
- (6) Some degree other than any mentioned above

b. Undergraduate work completed in

- (1) Normal school
- (2) Teachers college
- (3) Liberal arts college
- (4) Land grant college
- (5) Private or endowed university
- (6) State university
- (7) Foreign college or university
- (8) Normal school and college or university

c. Positions held before becoming a member of your faculty

- (1) Teacher in a one-room rural school
- (2) Teacher in a consolidated school
- (3) Teacher in a village school
- (4) Principal or superintendent of a village school
- (5) Teacher in the grades of a city school
- (6) Principal of a ward school
- (7) Principal of a high school
- (8) City superintendent
- (9) County superintendent
- (10) State superintendent
- (11) Position in state department of education, other than state superintendent
- (12) Teacher in a normal school
- (13) Teacher in a teachers college
- (14) Teacher in a liberal arts college
- (15) President of a normal school or liberal arts college
- (16) Teacher in a private or endowed university
- (17) Teacher in a state university
- (18) Some position in education not named above
- (19) Some position in the business or professional world other than teaching

d. Where reared

- (1) The country
- (2) A village (a community of less than 2,500 inhabitants)
- (3) A city (a community of more than 2,500 inhabitants)

e. Principal occupation of his parent or guardian

- (1) Unskilled laborer
- (2) Skilled laborer or artisan
- (3) Farmer
- (4) Teacher
- (5) Doctor
- (6) Lawyer
- (7) Manufacturer
- (8) Merchant
- (9) Miner
- (10) Mine owner
- (11) Salesman
- (12) Accountant
- (13) Public Official
- (14) Hotel or restaurant owner or manager
- (15) Housekeeper
- (16) Some occupation not mentioned above

f. Length of service in educational work (exclusive of years spent in securing education) before coming to your institution.

g. Number of years employed in your institution.

h. What salary is paid this faculty member for twelve months?

i. Does he supplement his salary and what is the amount of this supplement?

- (1) Through school work other than that in your college
- (2) Through additional work in your college, as grading correspondence papers, or teaching extension classes
- (3) Through work other than educational
- (4) Through publication of books and the income arising therefrom
- (5) Through delivering professional or other types of lectures

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j. Success of this teacher in your institution is due to:

- (1) Excellence and thoroughness of scholarship
- (2) Unusual ability as an instructor
- (3) Excellent personality
- (4) Some other characteristic

k. The services of this faculty member were secured through:

- (1) Recommendation of some institution of higher learning
- (2) Your personal acquaintance with the work of this teacher
- (3) Recommendation by some member of your staff who knew this teacher
- (4) You knew this teacher when he was attending your college or some other college, and personally directed his (her) education with a view to preparing him (her) for the particular position now held
- (5) This teacher was recommended by a commercial teachers agency.

l. Age

- (1) Give the teacher's age

Now think of the six best teachers in your institution, those who because of their skill as instructors, because of their executive ability, or because of other personal or professional characteristics deserve to be considered the six outstanding members of your faculty, then complete the table below by filling in the qualities of characteristics for each of these six faculty members. The letters at the top of the columns correspond with the letters giving the topical headings of the outline just preceding this paragraph, thus:

- a. Represents the highest degree held (page 2, paragraph 5 subtopic a, etc.)
- b. " the type of institution in which undergraduate work was completed
- c. " the positions held by this teacher before coming to your institution
- d. " the type of community in which this teacher was reared
- e. " the principal occupation of his parents or guardian
- f. " length of service before coming to your institution
- g. " the number of years this teacher has served your institution
- h. " the salary paid by your institution for twelve months
- i. " the supplemental amount that this teacher earns in twelve months
- j. " the success of this teacher is due to
- k. " the instrumentality through which you secured this teacher's services
- l. " this teacher's age

The columns are to be filled by writing in the proper space the numeral that represents the particular characteristic of the teacher. This is to be done for each of the six best members of your faculty. An illustration of how the table might appear for one teacher is given below:

	a	b	c	d	e	f	g	h	i	j	k	l
Teacher No. 1	2	3	1, 11, 13 14, 15, 17	1	4	15	6	Prof. Hist.	3500	400	2	51

The teacher in the above table holds a master's degree; did his undergraduate work in a liberal arts college; taught in a rural school; was city superintendent; state superintendent; teacher in a normal school; a liberal arts college; was reared in the country; his parent or guardian was a teacher; taught fifteen years before coming to your institution; has served your institution for six years; receives a salary of \$3,500; his supplemental earnings are \$400; his success is due to ability as an instructor; you secured his services through a higher institution of learning; he is fifty-one years old.

	a	b	c	d	e	f	g	h	i	j	k	l
Teacher No. 1												
Teacher No. 2												
Teacher No. 3												
Teacher No. 4												
Teacher No. 5												
Teacher No. 6												

Improvement of the faculty in Service

II.

- I. Many institutions have some provisions whereby members of the faculty who have served the institution for a number of years may be granted leave of absence. This section deals with leaves of absence.

a. Leaves of absence with pay

-(1) Does your institution grant such leaves?
-(2) What proportion of the teacher's salary is paid?
-(3) How long must a teacher serve before he is entitled to it?
-(4) For how many months is the salary paid when the teacher is on leave?
-(5) Is there an obligation on the part of the teacher to return after expiration of the leave?
-(6) May he leave his position with your institution for another one that he considers better or more desirable immediately after the leave of absence has expired?
-(7) In case he does this must he refund any part of the money paid during the leave of absence?
-(8) What fraction of the money paid during the leave of absence must he refund in case he accepts another position?
-(9) In case there is a restriction on the number of persons who may be away on leave of absence with pay during any year, state it here:
-(10) Must a person who is granted a leave spend his time in study?
-(11) May he devote his time to travel?
-(12) May he spend his time in rest or recreation?
-(13) May he spend his time in writing for publication?
-(14) May he teach in another institution during his leave of absence, receiving pay from that institution, and also receive his pay from your institution?
-(15) Is there any objection or adverse criticism on the part of your governing board or other state authority to the policy of granting leaves of absence with pay?
-(16) If this is the case, state briefly upon what this criticism is based:
-(17) How many members of your faculty are away on leaves of absence this year?
-(18) What is the total number of your faculty? (Include all who are regularly employed and paid salaries for the entire year.)

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b. Leaves of absence without pay

-(1) Do you permit members of your faculty to go away for graduate study?
-(2) Do you encourage them to do so?
-(3) If so, how is this encouragement given?
-(4) How many of your teachers are away on this type of leave this year?
-(5) If there is a restriction on the number of those who may be away on this type of leave during any one year, what is the restriction?

c. Results of leaves of absence

-(1) Approximately what proportion of those who have been away on leave of absence have been more valuable to your institution after their return from such leaves of absence?
-(2) What are the outstanding benefits of granting leaves of absence, as you see it?
-(3) What is the total number of those who have been away on leaves of absence during the last three years?
-(4) Were some of those who have been granted a leave of absence actually less valuable after their leave than before?
-(5) If there were any under (4) above, to what do you attribute the condition stated?

d. Study during summer terms

-(1) Do your teachers have an opportunity to go away for graduate study during summer terms?
-(2) Are they encouraged to do so?
-(3) How is this encouragement given?
-(4) How many weeks do your teachers teach each year?
-(5) If your faculty members are required to teach during summer terms, does this mean that they must teach every summer?
-(6) If you have some arrangement whereby faculty members may teach some summer terms but are at liberty during other summer terms, please state it.
-(7) How many members of your faculty were away for graduate study last summer?

2. Salaries

What, in your judgment, should be the salary of the following types of positions in a teachers college?

	Minimum	Maximum	No. of Increases
(1) Professors			
(2) Associate Professors			
(3) Assistant Professors			
(4) Instructors			
(5) Critic Supervisors			

3. Participation of the faculty in the initiation of educational policies; that is, construction of the curriculum, deciding on the question of final examinations, etc.

-a. Does the faculty initiate all educational policies?
-b. Does the faculty initiate most of the educational policies?
-c. Does it initiate a minority of the educational policies?
-d. Does it initiate educational policies only very rarely?
-e. Is the initiation of educational policies considered the duty of the president, and not a part of the function of the faculty?
-f. Does the Board of Regents or the Board of Control initiate the educational policies? If so, to what extent?

4. Faculty participation in administrative policies; that is, the making of budgets, etc.

-a. Does the faculty have any voice in determining administrative policies?
-b. Does the faculty pass on all administrative policies?
-c. Is the vote of the faculty on an administrative measure subject to the veto of the president?
 -(1) If so, can the measure or policy be passed over the veto by a two-thirds or a three-fourths majority vote?
-d. Is the right of the faculty to pass on an administrative policy merely a matter of form?
-e. Is the approval of the faculty not a part of its functions, the initiation and administration of policies of this kind being the duty of the president?

5. Faculty meetings

-(1) In faculty meetings all members of the faculty are on a plane of equality, having equal right of discussion and equal voice in the determination of matters pending before the faculty.
-(2) All faculty members of professional rank have the rights indicated in (1) above.
-(3) Only full professors have the rights indicated in (1) above.
-(4) Only heads of departments have the rights indicated in (1) above.
-(5) Members of the training school staff have the rights enjoyed by members of the regular college faculty indicated in (1) above.
-(6) Members of the training school staff participate in faculty meetings but do not have the right to vote on questions which are pending before the faculty.
-(7) While members of the training school staff are considered members of the faculty with the same rights and privileges as members of the regular staff of the college, yet there is a feeling that the former are somewhat subordinate in rank.

6. Coöperative effort to improve instruction

-a. Heads of departmental groups systematically visit all classes in their respective departments.
-b. The visits mentioned under (a) are a very rare occurrence.
-c. These visits mentioned in (a) have secured a marked improvement in the quality of instruction.
-d. These visits mentioned in (a) have secured only a very limited improvement in the quality of instruction.
-e. These visits mentioned in (a) have had no appreciable effect.
-f. There is a dean of instruction or a dean of the college who visits classes systematically.
 -(1) Approximately what per cent of his time does the dean mentioned in (f) spend in planning means for improving instruction?

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-(2) Approximately what per cent of his time is devoted to visiting classes?
-(3) Do you consider that the dean named in (f) should visit classes with a view to improving the quality of instruction?
-(4) Do you find that as a result of the dean's efforts there has been an improvement in the quality of instruction?
 -(a) In a marked degree.
 -(b) In an appreciable degree.
 -(c) In an inappreciable degree.
- g. The president and improvement of instruction.
 -(1) What per cent of your time are you able to devote to the improvement of instruction?
 -(2) Do you find time to visit classes regularly and systematically?
 -(3) If so, what per cent of your time is taken up with this work?
 -(4) State briefly what supervisory or other devices you are able to use in improving the quality of the instruction furnished by your faculty
 -
 -
 -
- h. Faculty members and the visiting of classes.
 -(1) Do members of your instructional staff regularly visit classes of other instructors in your institution and call upon them to justify the content and method in their courses?
 -(2) Is visiting of the type mentioned in (1) above
 -(a) A matter of almost daily occurrence
 -(b) A very unusual procedure
 -(c) An occurrence that almost never takes place
 -(d) This visiting is done voluntarily on the part of faculty members
 -(e) It is done because the president has suggested it and encourages it
 -(f) Because it is considered a part of the teacher's duties
 -(3) Faculty members are regularly expected to explain the reasons for the content and method of their courses to
 -(a) The president
 -(b) The dean of instruction or the dean of the college
 -(c) To other members of the faculty working in the same department
 -(d) To members of the faculty working in other departments
 -(e) To entire faculty at faculty meetings
 -(f) To departmental groups representing related or cognate departments

7. The Curriculum.

- a. Members of a departmental group work out the problems relating to the curriculum so far as their respective departments are concerned.
 -(1) All members realize that it is their task to keep the curriculum abreast of the best thought and practice of the present.
 -(2) The curriculum for each department is the result of the co-operative effort of the entire departmental group.
 -(3) All members within a departmental group have equal responsibility in determining the curriculum for that department.
 -(4) All members of each departmental group participate in the work of formulating and organizing the curriculum, but the real determination of these matters is left to heads of departments.
 -(5) Only the head of a department has any authority in determining what the curriculum shall be for that department.

b. Committees appointed by the president to formulate and organize the curriculum.

-(1) Curriculum problems, whether of revision or of addition to the curriculum are solved by a committee appointed by the president.
 -(a) On this committee are members of the faculty representing all departments in the institution.
 -(b) Only the most important or largest departments are represented.
 -(c) Members of the staff of the training school are represented.
 -(d) Members are chosen for their special ability, not because of department.
-(2) Faculty approval necessary after the committee completes its labors.
 -(a) The faculty considers the report of this committee on curriculum and accepts or rejects in whole or in part as it sees fit.
 -(b) The approval of the faculty is merely a matter of form.
 -(c) The approval of the faculty is not necessary.
-(3) Number of members of committee on curriculum and length of service.
 -(a) How many members are there on this committee?
 -(b) This is a standing committee and serves indefinitely.
 -(c) The committee is appointed for a particular task of revision and discharged when that task is completed.

c. Study of curricula in other institutions doing similar work.

-(1) This process is carried on continuously.
-(2) It is done occasionally when there is a demand for revision of the curriculum, when individuals are appointed for this purpose.
-(3) It is done only incidentally and on the initiative of individual members of the faculty; it is not expected of any one to do this.
-(4) It is never done.

d. Revisions of the whole curriculum are undertaken.

-(1) At irregular intervals; or when the faculty or the president demands it.
-(2) The curriculum is in process of continuous revision.
-(3) Revisions occur rarely—when the Board of Regents orders them.

e. State-wide conferences.

In some states the faculties of all teacher-training institutions are called to meet and jointly plan the curriculum with the needs of the whole state in mind.

-(1) These are held annually.
.....(2) Semiannually.
.....(3) At irregular intervals.
.....(4) No such conferences have ever been held.
.....(5) Do you consider such state-wide conferences valuable?

f. Studies to determine the needs of students.

-(x) Do members of each departmental staff in your institution conduct studies or investigations to determine what types of instruction can be given by each department to meet in a most satisfactory manner the needs of your students in actual teaching after they have graduated from your institution? If so, list some of the most significant studies that have been made.....
.....
.....
.....
.....
.....
.....

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- g. Some institutions find it desirable to have members of their faculties visit institutions doing similar work in their own state or other states, and thus to make available the best methods and practices. In your institution this is done

.....(1) Frequently; that is, there is some member of the faculty away on such visit nearly every week.

.....(2) Infrequently; that is, it is a very rare occasion when one of your faculty members visits some other institution for the purpose stated above.

.....(3) This practically never occurs.

- h. Faculty members and national or regional professional meetings.

.....(1) Number who attended the summer meeting of the National Education Association last year.

.....(2) Number who attended the midwinter meeting of the National Education Association last year.

.....(3) Number who attended the meetings of the American Association of Teachers Colleges last year.

.....(4) List other important professional meetings that a member or members of your faculty attended last year.

.....(5) What proportion of your instructional staff attended the meetings of the State Education Association last year?

.....(6) How many were on the general or departmental programs of the State Education Association?

8. The relation of the Training School to the College.

- a. State briefly the procedure employed in your institution to keep the instructional staff of the college informed about the aims of the training school, its problems, and its progress from day to day.

.....

- b. Coöperation of collegiate departments and the training school.

(1) What departments are in closest coöperation with the training school?

(2) What is the reason for this close coöperation?.....

(3) What departments coöperate least with the training school?.....

(4) To what is this comparative lack of coöperation due?.....

- c. Members of the college staff engaged in the preparation of a specific type of teachers, as for instance, elementary grade teachers, keep in constant touch with the work that these students are doing in the training school.

.....(1) Through daily reports concerning the work of these students.

.....(2) Through occasional but systematic reports.

.....(3) Through the systematic help they give these students in planning their lessons which they teach to the pupils in the training school.

.....(4) Through regular observation of the manner in which these students teach in the training school.

.....(5) Through infrequent observation of the teaching of these students.

.....(6) Through conferences with the critic supervisors who direct the teaching work of these students.

-(7) There is no systematic effort to keep in touch with the work of student teachers in the training school.
-(8) It is not thought necessary or desirable to keep in touch with the student teaching in the training school.
-(9) To what extent and in what manner does a departmental group in the college, as for instance the department of English, plan the work of the student teachers in English in the training school?
.....
-(10) How many members of the college instructional staff teach classes in the training school?
-(11) What departments are represented?.....
-(12) How many members of the training school staff teach classes in the college proper?
-(13) What classes do they teach?
- d. Give some illustrations of how members of the college staff have aided the training school in the solution of its problems
-
-
- 9. Professional Treatment of Subject Matter, i.e., differentiated in a thoroughgoing way from courses offered in liberal arts colleges.
 - a. List the courses that have been definitely professionalized in your institution.
 -
 -
 - b. List the courses that have been professionalized to a considerable extent.
 -
 -
 -c. What per cent of the courses offered by your institution have not been professionalized at all or not professionalized to an appreciable extent?
 - d. Is it your judgment that the following courses should be professionalized?

.....(1) Psychology(8) Biological Sciences
.....(2) English Composition(9) Sociology
.....(3) English Literature(10) History
.....(4) Modern Foreign Languages(11) Industrial Arts
.....(5) Latin(12) Home Economics
.....(6) Mathematics(13) Music
.....(7) Physical Sciences(14) Drawing
 - e. What, in your judgment, are the subjects most difficult to professionalize?
.....
 -
- 10. Research Conducted by Members of the Faculty.
 - a. How many studies have been carried on in the last twelve months in an effort to determine the teacher training needs of the area served by your institution?
 - (1) List some of the most significant of these studies.....
 -
 -

- b. What research studies or investigations have been carried on in the last twelve months in an effort to determine how the institution can best serve its graduates after they have begun teaching?.....

III.

Retaining Capable Teachers After They are Employed.

Below are some of the means that have been suggested for making the service more attractive to the members of a teachers college staff, and thus rendering it less likely that capable members of your faculty whom you wish to keep in the service of your institution will leave it. Please rate them in order of their importance, rating the most important 1, the next most important 2, and so on:

-1. Freeing members of the instructional staff from executive details of committee work.
-2. Securing continuity of service on a merit basis; that is, removing the fear of political or other outside interference.
-3. Establishing the principle of academic freedom; granting the largest measure of freedom to each member of the faculty in his department.
-4. Providing adequate salaries.
-5. Giving the faculty an opportunity to determine the large policies of the institution, organizing the faculty on a democratic basis.
-6. Giving the right sort of publicity to meritorious work done by any member of the faculty.
-7. Decreasing the teaching load to not more than that carried by teachers in our best universities; that is, no faculty member teaches more than 16 hours a week, and some who carry on research or other valuable work, less than 16 hours.
-8. Giving those who are interested in research an opportunity to do this type of work, and assisting them in securing the publication of the results of their researches.
-9. Developing a feeling of good fellowship and friendship among faculty members.
-10. Appealing to a sense of loyalty to the institution and the need of serving it.
-11. Reducing reports and other routine matters to a minimum.
-12. Developing an active interest in the community affairs of the city or town in which the college is located.

APPENDIX C

LETTER TO MEMBERS OF FACULTIES OF STATE TEACHERS COLLEGES

At the Boston meeting last month, the American Association of Teachers Colleges endorsed the study a part of which is herewith mailed to you with a request that you answer the questions at your earliest convenience. Your President has been requested to furnish a mass of information requiring about forty-five minutes of his time. It is thought that you will be able to answer the questions on this page in about one-third of that time.

All information that is given will be treated in a manner wholly impersonal, in order that there may be no possibility of identifying the sender of any of the answers, or of implying any criticism of any individual or institution. The results of the study will be published as soon as possible and a digest sent to all who coöperated in it.

Please fill out and return to A. Linscheid, 509 West 121st Street, New York City, at your earliest convenience. Your doing so will be appreciated as a very great kindness, indeed. For your convenience in answering, a stamped, addressed envelope is herewith enclosed.

Name of person answering.....
 Name of institution represented.....
City State

III.

Retaining Capable Teachers After They are Employed.

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-6. Giving the right sort of publicity to meritorious work done by any member of the faculty.
-7. Decreasing the teaching load to not more than that carried by teachers in

our best universities; that is, no faculty member teaches more than 16 hours a week, and some who carry on research or other valuable work, less than 16 hours.

-8. Giving those who are interested in research an opportunity to do this type of work, and assisting them in securing the publication of the results of their researches.
-9. Developing a feeling of good fellowship and friendship among faculty members.
-10. Appealing to a sense of loyalty to the institution and the need of serving it.
-11. Reducing reports and other routine matters to a minimum.
-12. Developing an active interest in the community affairs of the city or town in which the college is located.

APPENDIX D

TEACHERS FROM THESE INSTITUTIONS RESPONDED WITH EVALUATION OF THE FACTORS OF DESIRABILITY IN TEACHERS COLLEGE POSITIONS

Flagstaff, Arizona
Tempe, Arizona
Conway, Arkansas
Greeley, Colorado
Gunnison, Colorado
Cedar Falls, Iowa
Fresno, California
San José, California
San Diego, California
Santa Barbara, California
Athens, Georgia
Valdosta, Georgia
Carbondale, Illinois
Charleston, Illinois
De Kalb, Illinois
Macomb, Illinois
Normal, Illinois
Muncie, Indiana
Terre Haute, Indiana
Emporia, Kansas
Hays, Kansas
Pittsburg, Kansas
Bowling Green, Kentucky
Richmond, Kentucky
Natchitoches, Louisiana
Bridgewater, Massachusetts
Framingham, Massachusetts
Salem, Massachusetts
Worcester, Massachusetts
Marquette, Michigan
Mount Pleasant, Michigan
Kalamazoo, Michigan
Ypsilanti, Michigan
Duluth, Minnesota
Bemidji, Minnesota
Mankato, Minnesota

St. Cloud, Minnesota
Moorhead, Minnesota
Winona, Minnesota
Hattiesburg, Mississippi
Cape Girardeau, Missouri
Kirksville, Missouri
Maryville, Missouri
Springfield, Missouri
Warrensburg, Missouri
Wayne, Nebraska
Chadron, Nebraska
Kearney, Nebraska
Peru, Nebraska
Greenville, North Carolina
Silver City, New Mexico
East Las Vegas, New Mexico
Buffalo, New York
Albany, New York
Mayville, North Dakota
Valley City, North Dakota
Minot, North Dakota
Dickinson, North Dakota
Kent, Ohio
Ada, Oklahoma
Alva, Oklahoma
Edmond, Oklahoma
Durant, Oklahoma
Weatherford, Oklahoma
Tahlequah, Oklahoma
California, Pennsylvania
Clarion, Pennsylvania
East Stroudsburg, Pennsylvania
Edinboro, Pennsylvania
Bloomsburg, Pennsylvania
Kutztown, Pennsylvania
Lock Haven, Pennsylvania

Mansfield, Pennsylvania
 Millersville, Pennsylvania
 Shippensburg, Pennsylvania
 Slippery Rock, Pennsylvania
 West Chester, Pennsylvania
 Indiana, Pennsylvania
 Providence, Rhode Island
 Aberdeen, South Dakota
 Spearfish, South Dakota
 Springfield, South Dakota
 Johnson City, Tennessee
 Murfreesboro, Tennessee
 Memphis, Tennessee
 Commerce, Texas
 Denton, Texas
 Alpine, Texas
 Huntsville, Texas
 Canyon, Texas

Nacogdoches, Texas
 Kingsville, Texas
 San Marcos, Texas
 East Radford, Virginia
 Fredericksburg, Virginia
 Harrisonburg, Virginia
 Farmville, Virginia
 Fairmount, West Virginia
 Athens, West Virginia
 Huntington, West Virginia
 Eau Claire, Wisconsin
 Menominee, Wisconsin
 Milwaukee, Wisconsin
 Oshkosh, Wisconsin
 Platteville, Wisconsin
 River Falls, Wisconsin
 Stevens Point, Wisconsin
 Superior, Wisconsin

APPENDIX E

INSTITUTIONS REPRESENTED BY GRADUATE STUDENTS OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, WHO EVALUATED DEVICES FOR MAKING SERVICE IN THE STATE TEACHERS COLLEGE ATTRACTIVE TO TEACHERS IN THESE INSTITUTIONS

Aberdeen, South Dakota, State Teachers College	Macomb, Illinois, State Teachers College
Albany, New York, State Teachers College	George Peabody College for Teachers
Augsburg College	Oshkosh State Teachers College
Brigham Young University	Salem, Massachusetts, State Teachers College
Charleston, Illinois, State Teachers College	Teachers College, Columbia University
Conway, Arkansas, State Teachers College	University of Atlanta
Culloree, North Carolina, State Teachers College	University of Cincinnati
East Radford, Virginia, State Teachers College	University of Kansas
Emporia, Kansas, State Teachers College	University of Oklahoma
Greenville, North Carolina, State Teachers College	University of Oregon
Huntsville, Texas, State Teachers College	University of Maryland
Jamaica, New York, State Teachers College	University of Nebraska
Lindenwood College	University of Wyoming
Lehigh University	State Teachers College, Springfield, South Dakota
Miami University	State Department of Education, Oklahoma
Marquette University	State Department of Education, Alabama
Massachusetts Agricultural and Mechanical College	State Department of Education, Arkansas
Mount Holyoke College	State Department of Education, Louisiana
Mount Pleasant State Teachers College	State Teachers College, Wayne, Nebraska
	Washington State College of Agriculture

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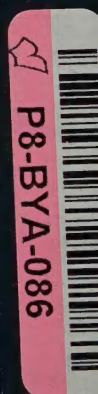
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